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ABSTRACT

Prepared for an exemplary project in vocational education, this seven-part interim report provides instructional materials useful in career awareness and career orientation programs. Designed specifically for grades one through eight, each part of the multiple volume report includes: (1) general objectives, (2) behavioral objectives, (3) teaching strategies, (4) evaluation techniques, (5) field trip information, and (6) a resource bibliography. Also, teaching units for grades 1-6 were developed to assist the teacher in selecting classroom activities for the learning period. These units cover such topics as: (1) Wonderful World of Work, (2) Our Parents In the World of Work, (3) Clothes of Today, (4) Workers Within Our Community, (5) Opportunities In Our State, (6) Crafts of Appalachia, (7) Careers In Music, and (8) Communicating Through Letters. For Grades 7 and 8 occupational clusters were identified which include: (1) manufacturing, (2) construction industry, (3) service, (4) transportation, and (5) business and related occupations. Related documents are available as VT 014 729-014-733 and VT 014 487 in this issue. (JS)

ED 059390

Volume I of Volume III

INTERIM REPORT

Project No. 1-361-0170
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"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

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P. O. Box 437
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December 31, 1971

VT014732
Part I of 7

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LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

I. Synopsis

II. General Objectives

III. Behavioral Objectives

IV. Teaching Strategies

V. Evaluation

VI. Correlation of Subject

VII. Appendices

  A. Field Trips

  B. Experience Chart

  C. Suggested Parental Letters

  D. Resource Bibliography

  E. Teaching Units

A Suggested Resource Unit
for
Level One
Career Awareness
Synopsis

A good way to begin career awareness is to focus on jobs in the family. We should work closely with the child and his family to promote career awareness, understanding of self, and an awareness of how the child relates to the world around him by providing a wide variety of experiences intergrating the world of work into the total environment.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.

6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To recognize the many job clusters as they relate to the world of work in career awareness.
2. To name the different kinds of activities that people perform within the family.
3. To identify the basic occupational skills used in the different activities within the family.
4. To identify from first hand knowledge a basic awareness of an occupational area as it relates to the world of work.
5. To simulate occupations of other people whose careers has made it possible to attend school.
6. To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Teaching Strategies

1. Role playing by the students.
    - A. Using simple props such as toys.
    - B. Interview techniques such as "who are you, what do you do, and what do you want to be when you grow up." Role playing or anything the students may tell you in the interview is followed by a group discussion involving the entire class.
2. The students in role playing will use as a guide their concepts of the world of work.
    - A. Students may use puppets, simple costumes or puzzles, or anything they may bring from home which will broaden their knowledge of the world of work.
    - B. Parents could be asked at various times to come to school in work clothes and speak briefly with the children about the work that they do.
    - C. Class discussion on everything that is done in class concerning occupations.

        Note: Role playing in an imaginative play, along with parent discussions will broaden the students horizons as to the variety of roles in the occupational world and help the students to see themselves as being potential workers with worthwhile contributions to the occupational world.

3. Teachers read stories to the students on different aspects of occupations and as the students read, and as occupational knowledge increases, skill in reading will also improve.

   Note: (All of this should be open-ended)

4. The students should listen to prepared tapes, records, with a follow up of discussion.

   Note: (See Resource Bibliography)

5. Show appropriate filmstrips as they relate to the world of work.

   Note: (See Resource Bibliography, Show and Tell experiences may be on any or all of the above occupations)

6. Encourage students to collect pictures on the different occupations which may be used in building bulletin boards, displays, free discussions, or scrapbooks.
7. Assignment of individual tasks or volunteer jobs in the classroom or school as they relate to the world of work.
8. As exercises for free time periods, students should be encouraged to begin a wall picture they can add to as their concepts of occupational awareness broaden.
9. Individual involvement in work songs and games that are occupationally oriented.
10. Field trips

    Note: (See Appendix A) This allows the students to react to actual job situations. Workers in many walks of life should be pointed out and their jobs discussed. Students need to see, hear, touch, smell, and taste to become aware of the different attitudes, emotions, and skills that are involved in different occupations. Field trips should be planned before-hand with class discussion as to what they may expect, people that they may meet and things they may look for in every field trip. Students should be encouraged to question workers about their occupations during the field trips. Classroom follow-up is a must after a field trip to produce a more meaningful and desirable atmosphere of learning, and to reinforce insights generated during the trip.

Evaluation

A. The observation of pupil participation in group discussion as they relate to career awareness.

B. Observation of pupil participation in activities.

   1. Materials brought to class
   2. Participation in role playing
   3. Oral questioning of students
   4. Participation in group discussions

C. Student Responsibilities

   1. Responsibilities they had when school started.
   2. Responsibilities they now perform at the closing of school.
   3. Occupations they observed at the first of the school term.
   4. Occupations that they now can observe.
   5. Pre and post testing.
   6. Besides the suggested resource unit, other information that could be employed for level one might include: Games, songs, stories, recordings, records, poems, film list, film strip listing, puzzles, letters-parents, employers, workers visited on field trips, career book lists, tapes, file on simple problems and occupational information which was gained from study, and a county adopted text book list.

Correlation of Subjects Taught

Social studies texts, reading textbooks, stories, and related units can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used very effectively. The relationship of various occupations should be shown, as well as their relationships to existing curriculum components.

The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing related to occupational awareness. Math could include the relationship of the worker and math skills needed to perform various occupations in the world of work. Art can be pictorially related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

APPENDICES

APPENDICES

A. Field Trip

B. Experience Chart

C. Suggested Parental Letters

D. Resource Bibliography

E. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the classroom.

Some of the purposes of a field trip:

1. Having students develop an awareness of the many different workers in the community.
    a. home
    b. school
    c. neighborhood
    d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
   a. Get idea of time involved
   b. Find out who the people are
   c. Find out the problems to be met
   d. Find out what background information students should have
3. Make plans for transportation
   a. What kind?
   b. Who will provide it?
   c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
   a. Stories
   b. Pictures
   c. Role playing
   d. Class discussion

2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers
3. Safety precautions should be dismissed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

EXPERIENCE CHARTS

Experience charts have been found to be an effective technique in encouraging children to read. The following suggestions are presented to show the teacher how she or he can develop an awareness of the different vocations and how they affect the child.

The teacher may select a child and develop an experience chart about his father by including questions similar to the following:

1. What does your father do?
2. Where does he work?
3. Does he work by himself?
4. What does he do in his job?
5. How does the policeman help us?
6. What would happen if we didn't have the policeman?
7. If you wanted to be a policeman, would you need to like people?

SAMPLE CHART

My father is a policeman.
He works in town.
He works with other policemen and other people.
He helps people.
He helps me across the street.
We would not be safe without policemen.
The policemen needs to like people.

Charts may be developed on mothers, community workers, school workers, jobs I do, and jobs I know.

SUGGESTED LETTER TO PARENTS

Dear Mr.____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _________________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?______________________________
____
2. What are some of your duties?____________________
____
3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?
____
____
4. Would a field trip to your place of employment be beneficial at this grade level?__________________
____
5. Would you serve as a field trip aide when we take field trips?______________________________
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

____

RESOURCE BIBLIOGRAPHY
LEVEL ONE
CAREER AWARENESS
EXEMPLARY PROJECT

Books

(Learn and Play Series)

Big Train Book
Big Truck
Big Fire Engine

I Want to Be A Mechanic
I Want to Be A Newsreporter
I Want to Be A Policeman
I Want to Be a Dairy Farmer

Community Helpers by David Cook
About Family Helpers by Jane Hefflefinger and Elaina Hoffman
I Want to Be A Fireman Show and Tell Series
My Friend the Doctor Show and Tell Series
The Little Cowboy Show and Tell Series
My Friend the Policeman Show and Tell Series
I Want to Be by Clara Green--Children Press Series

Records

The Little Fireman
The Little Cowboy
Let's be A Policeman
Animal Supermarket
Riddle Me This
The Milk Journey
Three Little Trains
Let's Be A Fireman

Filmstrips

My Mother Is a Dental Assistant
My Mother Is a Waitress
My Mother Works in a Office
My Mother Works in a Bank
My Mother Works at Home
My Mother Works in a Drug Store
My Dad is a Moving Man
My Dad Works in a Shoestore
My Dad Works in a Factory
My Dad is a Carpenter
My Dad Works in a Service Station
My Dad Works in a Supermarket
The Dairyman---Eyegate Series
The Shoemaker---Eyegate Series
The Tailor----Eyegate Series

Guidance Stories---Encyclopedia Britannica

The Butcher---Eyegate Series
The Fruit and Vegetable Store---Eyegate Series
The Neighborhood Doctor---Eyegate Series
The Neighborhood Nurse---Eyegate Series
The Neighborhood Barber---Eyegate Series
The Neighborhood Beautician---Eyegate Series
The Automobile Service Station---Eyegate Series
The Family as a Social Institution---SVE
Interdependence of the Family---SVE

Songs

I Want To Be A Postman
Building A House

Films

Working Together In the Family---SVE
Children At Work---United World Film
Our Family Works Together---Cornet Films

Others

People Figures
Judy Story Figures
Transportation Toys
Puzzle Plaques
Hand Puppets
Puppet Playmates
Flannel Board of Community Helpers

Judy Occupational Series (Puzzles)
Judy Contemporary Series (Puzzles)
Sesame Street Learning Kit
Costumes
Tool Set
Family Tree Mobile--Creative Playthings

Children Press

I Want To Be

Sextant Series

Come To Work With Us

SRA

World of Work Series

Flannel Aids

The Family

TEACHING UNITS

I. Wonderful World of Work

II. Working at Home

III. Family Living

IV. Our Business Experience in the World of Work

V. Contributions Toward My Education

VI. Our Parents in the World of Work

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

WONDERFUL WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Wonderful World of Work

Behavioral Objective: To recognize the many job clusters as they relate to the world of work in career awareness.

Procedures	Student Activity	Notes & Resources
Administer pictorial test of various occupations.	Record individual answers in handbook or on paper to be used in students personal file. Each student should take the test without any help from anyone, preferably with the teacher reading the test to the individual student and letting him mark the answers in the teachers presence.	If instructions are read by teacher plan for five students in one hour time block. The entire class should be finished in one week.
Explore cluster occupations through a variety of materials.	Student selects information desired. Learns about some of the different occupations. Perhaps students have indicated by now what they would like to be. Students may	Time will vary according to student interest. Good area for class experiences using show and tell methods. e.g. could lead into students making bul-

(cont.)

	actually work on a particular area or topic which interest them.	letin board which pertains to the world of work.
Initiate the starting of individual scrapbooks concerning occupational awareness.	Students make a scrapbook on what interests them. Allow for free time for the student to collect pictures, cutting them out and putting them in the scrapbook. Allow for free time for the student to do personal drawings, coloring, preparing, and assembling them in the scrapbook in their own individual manner.	Include in the scrapbook pictures from different magazines and drawings done by the student. Some students may finish before others. Each scrapbook should be discussed in the classroom by all students. Teachers can evaluate each book and display them in the room.
Discuss the importance of the job interview. 1. Manners 2. Cleanliness	Students could conduct interviews with each other to gain self confidence in learning to express themselves and overcoming bash-	

(cont.)

3. Dress 4. Express self	fulness. Mock interviews by students by using a tape recorder. Play tape back so students can hear themselves. Follow up by classroom discussion discussing the strengths and weakness of each student.	
Teacher administer to each student a interview which is recorded on tape.	This could be typed or written up for each student on a separate page and put in their scrapbook. e.g. These could also be discussed in class showing the individual interest of the student to the world of work.	
Administer pictorial post test of various occupations.	Each student should take the test without any help from anyone, preferably with the	Both pre and post test results should be kept so that they can be filed in the

(cont.)

Resources

SRA

World of Work
Series

Films

S.V.E. Working
Together

In The Family

United World Film

Children At Work

Cornet Films

Our Family Works
Together

Books

David Cooke

Community Helpers

Jane Hefflefinger and

Elama Hoffman

About Family Helper

Clara Green

I Want to be A
Mechanic

I Want to be A
Newsreporter

I Want to be A
Policeman

I Want to be A
Dairy Farmer

Judy Series

Lifelike Family

Puzzles (Judy)

(cont.)

		Occupational Series Contemporary Series Flannel Aids The Family Records Let's Be A Fireman Let's Be A Policeman and others Songs I Want To Be A Postman Building a House

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Home activities as it relates to community activities, which may become a part of a more challenging learning experience to the students in a unit of work.

1. Cooking
   a. pastery
   b. short order
   c. sandwiches
   d. salad
   e. vegetable
   f. meats
   g. soups

2. Cleanliness
   a. waxer
   b. washer
   c. iron
   d. maid
   e. housekeeper
   f. caretaker
   g. sanitary conditions where we live and work

3. Grooming
   a. barber
   b. cosmetology
   c. drug store workers
   d. beautician
   e. models
   f. dentist
   g. exercises
   h. manicurists
   i. pharmacy

4. Health Services
   a. medical
   b. social work
   c. provide care for the young
   d. provide care for the elderly
   f. provide healthy places to live
   g. provide healthy places to work

Units on Family Occupational Awareness could be implemented in the following occupational areas:

1. Homemaker
2. Cook
3. Maid
4. Seamstress
5. Custodian
6. Farmer
7. Policeman
8. Fireman
9. Mechanic
10. Zoo-Keeper
11. Doctors
12. Nursing
13. Mailman
14. Secretary
15. Teacher
16. Dancer
17. Coal Miner
18. Bookkeeper
19. Baker
20. Mil Clerk
21. Steelworker
22. Painter
23. Watch Maker
24. Truck Driver
25. Salesman
26. Carpenter
27. Factory Worker
28. Service Station Attendant
29. Airplane Hostess
30. Animal Doctor
31. Baker
32. Baseball Player
33. Bus Driver
34. Cowboy
35. Dairy Farmer
36. Dentist
37. Musician
38. Pilot
39. Road Builder
40. Scientist
41. Ship Captain
42. Storekeeper
43. Telephone Operator
44. Train Engineer

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

FAMILY LIVING

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Family Living

Behavioral Objective: To identify the basic occupational skills used in different activities within the family.

Procedures	Student Activity	Notes & Resources
Teachers should read stories to students on different aspects of job skills within the family.	Students should be able from first hand observation to list many of the different skills which are performed by family members within the home.	Role playing by members of the class could be effective here as a demonstration of what the student observed. Books: About Family Helpers About More Friendly Helpers Children Press-1954
Teachers should use film strips concerning work the Mother and Father would do around the home.	Open ended discussion by children should follow stories.	Filmstrips: Mother Works 137m Father Works 136m Imperial Films Films: Appreciating Our Parents Cornet Films
Students should be informed of the	With encouragement the students could go into actual occupational	Have some Mothers and Fathers visit the room and talk to the

(cont.)

types of job skills which are used in maintaining the family.

A list of activities can be made on the chalkboard by the teacher.

Collect pictures of the family doing work.

Every student should be encouraged to contribute something to the mural.

Open ended discussion on the mural

skills such as sweeping, cleaning rooms and many more within the classroom. Class mobiles of occupations.

Students should interview their own Mothers and Fathers as to skills they use around the home.

This could be repeated to the class in an open discussion.

Students make a mural from cutouts of the pictures putting it on the bulletin board.

students about the skills which are used around the home as it relates to career awareness.

Activities could be related to other areas of study as to where our food comes from and how it is prepared for us.

Materials Needed

1. Pictures
2. Magazines
3. Newspapers
4. Poster paper
5. Scissors
6. Glue

Resources

Books:

Greene, Clara,
Children Press
I Want To Be Series
Family Mobile Tree

Student Interview

Name____

Age________________ Sex________________Eye Color___________

Address____

Telephone Number________________________

Fathers Name____________________________

Mothers Name____________________________

Brother or Brother's Name____________________________________

Sister or Sister's Name______________________________________

Favorite Hobby____

Jobs I Do At Home

1.__________________________________
2.__________________________________
3.__________________________________

Jobs I Do At School

1.__________________________________
2.__________________________________
3.__________________________________

Jobs I Know In The Community

1._________________________________
2._________________________________
3._________________________________

Occupational Information

Fathers'__________________________
Mothers'__________________________

What I Want To Be When I Grow Up

1.________________________first choice
2.________________________second choice

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Clustered occupations in which students may express a desire for deeper learning theories.

1. medical
2. transportation
3. human services
4. business
5. ecology
6. clothing
7. education
8. food services
9. communication
10. homemaking
11. construction
12. protective services

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
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Elementary School Project
for
Level One

WORKING AT HOME

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Working At Home

Behavioral Objective: To name the different kinds of activities that people perform within the family.

Procedures	Student Activity	Notes & Resources
Ask students to name occupations that are performed within the home.	Teachers should list the different occupations on the chalkboard as the students name them.	
	Class discussion, letting students name different jobs of family members within the home.	
Dramatization of family members as it relates to the world of work.	Students are to use Puppet Playmates for dramatizing the family.	
	Situation to emphasize the cooperative efforts required to get the job done.	
	Role playing, what happens when everyone in	

(cont.)

	the home does his job. Role play the family situation to show what would happen if everyone did not do his job.	
Divide students into groups of 3 or 4.	Make a group scrapbook showing the jobs family members are doing in the home.	
	Students should bring material to school and work as a group.	Final books will be judged by the class for the best.
Cooperation How we depend upon others and how others depend upon us.	Each child tells one way in which another family member helps him, and one way in which he helps another family member.	Note: This phase will show that there are more aspect in the cooperation of the world of work.
Encourage creativity of the student by using show and	Have each child display on a flannelboard what each member of his family does in the	Flannel board and stickems.

(cont.)

tell methods	home.	
To show how the family performs it's role in the world of work.	Draw poster and chart showing family members at work around the home.	Final products which have created by the students should be displayed on bulletin boards or somewhere in the room. Open House, PTA's Materials Needed: 1. Flannel board 2. Paste 3. Pictures from magazine 4. Scrapbook 5. Poster paper 6. Colored chalk 7. Crayons By using magazine pictures and placing flannel on back of picture, student can make pictures to place on flannel board.

(cont.)

	teacher reading the test to the individual class or student and letting them make their own answers.	students individual folder.
		Materials Needed Tape Recorder Paper (typing) Old Magazines Scissors Glue Crayons Tape (Scotch) Bulletin Board Flannel Board Books (Learn and Play Series) Big Train Book Big Truck Big Fire Engine (Show and Tell Books) I Want to Be a Fireman My Friend The Doctor

(cont.)

		The Little Cowboy My Friend The Policeman e.g. This is only a sample, there are many more books in both series. Records Dramatic Play The Little Fire-Man The Little Cowboy Let's Be A Policeman Animal Super-Market Riddle Me This Build Me A House The Milk Journey Three Little Trains Let's Be A Fireman Music Building A City Let's Play Zoo Let's Help Mommy Men Who Come To Our House

(cont.)

Cinema Sound Slide Cartridge

A Day on A Ranch

Let's Visit a Dairy

Come Fly With Me

It Is a Sailors Life For Me

Let's Visit A Restaurant

A Day On The Farm

INTERVIEW FORM

See attached form

Occupations to be discussed in this unit:

Homemaker
Farmer
Merchant
Policeman
Secretary
Steelworker
Coalminer
Painter
Factory Worker
Truckdriver
Busdriver

(cont.)

		Salesman Dentist Carpenter Postman Airplane Pilot Telephone Operator Service Station Attendant Train Engineer e.g. There are many more occupations that can be discussed in the class. This is only a random sampling list. Resources for this Unit People Figures Judy Story Figures Transportation Toys Puzzle Plaques Hand Puppets Puppet Playmates Flannel Board of Community Helpers Filmstrips My Mother is a Dental Assistant

(cont.)

		My Mother is a Waitress
		My Mother Works in an Office
		My Mother Works in a Bank
		My Mother Works at Home
		My Mother Works in a Drug Store
		My Dad is a Moving Man
		My Dad Works in a Shoestore
		My Dad Works in a Factory
		My Dad is a Carpenter
		My Dad Works in a Service Station
		My Dad Works in a Supermarket

(cont.)

should follow.		Films: Our Family Works Together Coronet Films 11 minute films World of Work Series SRA

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

1. To clean your own bedroom.
2. To set the table.
3. To mow and trim the lawn.
4. Preparing food for the dinner meal.
5. To prepare students for attending school.
    a. cleanliness
    b. clothes (proper)
    c. medical preparedness
        1. shots
        2. dental
        3. eye

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

OUR BUSINESS EXPERIENCE IN THE WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Our Business Experience In The World Of Work

Behavioral Objective: To identify from first hand knowledge basic awareness of an occupational area as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
The students could name occupations as they relate to the world of work.	As they name the occupations, the teacher could list them on the chalk board.	
From the students list, they could be directed to select an area for future indepth study. e.g. grocery store	Tell why jobs outside the home are important.	
Why grocery stores are important in relationship to career awareness	They provide us with a variety of staple products such as: Students name things the store provides us	These could be used for future reference in the unit.

(cont.)

	with these items could be written on chalkboard.	
Filmstrips could be used effectively as a starting point of reference.	As it relates to the different occupations they would expect to see being carried on in a store.	Jim Handy Company "The Grocer" Education Craft "The Supermarket"
From classroom activity, plan field trip to an area business that performs a useful service.	Mock interviews should be done in the class before the visit so the students will be familiar with many different aspects of vocational careers in the business.	Time should be here so each student will be aware of things to be looking for on the field trip. Each student should have practice in asking questions in a mock interview of the business in which they plan to visit.
The field trip to a business establishment should be taken	Visit a local business which has an important role in the community.	

(cont.)

with ample time given so that students can gain insights into the value of the occupational world.		
Follow up discussion of all that they did on the field trip A list should be made of the people they met and their job descriptions as it related to the field trip.	Open ended discussion should follow with ample time given to comprehension and awareness of what they saw and experiences they had on the field trip.	
Conduct dramatization after the field trip.	Students could assume different job roles they saw during the field trip for the interview.	Role play of various occupations that the students observed during the field trip will broaden their preception to the many facets of the world of work.

(cont.)

	Student with teachers help make a frieze depicting what they saw on the field trip. e.g. different occupation	Cut materials out of book, magazine, etc. for making frieze.
Help students write thank you notes to places they visited.	Thank you letters should be sent to the place they visited on a field trip.	This could be correlated with English class
		Resources Materials Needed: Books: *About Family Helpers* *About More Friendly Neighbors* World of Work Series SRA Series Sextant Series I Want To Be Filmstrips Guidance Stores Encyclopedia Britannica Materials Family and Community Helpers

(cont.)

		Flannel Board
		Visual Aids
		Instructo Product Company

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

1. To relate work skills used in different occupations used within the community.

   a. garage owner
   b. banker
   c. grocer
   d. service station
   e. maid
   f. farmer
   g. mechanic
   h. mailman
   i. secretary
   j. truck driver
   k. carpenter
   l. bus driver
   m. telephone operator
   n. telephone repairman
   o. telephone lineman
   p. typesetter
   q. newspaper editor
   r. newspaper reporter
   s. seamstress
   t. salesman
   u. nurse
   v. doctor
   w. lawyer
   x. unlimited field which other topics can be added to according to the interest of the students.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level One

CONTRIBUTIONS TOWARD MY EDUCATION

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Contributions Toward My Education

Behavioral Objective: To simulate occupations of other people whose careers have made it possible to attend school.

Procedures	Student Activity	Notes & Resources
Bringing to the students attention through classroom participation and discussion that there are a variety of career occupations which have made it possible for them to attend school.	The students could name the many occupational areas which make it possible for them to attend school. The activities could be listed on the chalk board.	Creativity should be the key to the unit.
Show filmstrips showing different people working, pointing out the different areas of work and the dignity of man as he works.	Discussion of filmstrips as it relates to different areas and topics covered.	Show filmstrips as listed in resources.

(cont.)

Free time for students to examine materials to gain concepts of different facets of career occupations.	Could collect pictures from old magazines and from other materials which are in the classroom showing the many facets of careers.	Copies of *Life*, *Look*, and other magazines that are available.
Suggest a dress-up activity showing different workers.	Students prepare costumes to portray different activities of the occupations that prepare them for school	Things that students could bring from home and costumes such as Doctor, Nurse, Fireman, and etc.
Role play several occupations which have contributed toward the students being able to attend school.	Each student will select an occupation that they want to portray.	
Discussion of roles	Each student will explain to the other members of the class as to why they selected	All of this activity should be open ended with student

	that particular role and what they hope to accomplish during the role playing activity. Always stressing the dignity of man as it relates to career awareness.	being encouraged toward creativity.
Acting out roles	Discussion of each role that the student does. Classroom suggestions as to how the role could be improved or high lighted.	
Arrange with the Demonstration Center for Video taping session.	Students acting out their roles before camera with the privilege of seeing themselves performing on television.	

Make class aware of each students good points in the performance and also how they displayed that each occupation in which they portrayed had dignity.	Classroom discussion of the performance stressing how well each student performed.	
Arrange for class to do a demonstration for the P. T. A.	Performing their roles before others as it relates to the world of work.	
		Suggested list of the different roles that students could do effectively: 1. Doctor 2. Nurse 3. Mother at work 4. Father at work 5. School Bus driver 6. School cook

7. School janitor
8. Shoe salesman
9. Clothing salesman
10. Construction
    Builder:
    a. roads
    b. homes
    c. schools
    d. others
11. Groceryman
12. Farmer
13. Policeman
14. And many more
    areas.

Resources

Sesame Street
Learning Kit
Tool Set
Occupational Series
Different costumes
Filmstrips
Eyegate Series
The Dairyman
The Shoemaker
The Tailor

The Butcher

The Fruit and Vegetable Store

The Neighborhood Doctor

The Neighborhood Nurse

The Neighborhood Barber

The Neighborhood Beautician

The Automobile Service Station

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Careers of individuals as their roles relate to the economic preparedness of attending school.

1. clothing manufacture
    - a. retail store
    - b. tailor
    - c. seamstress
    - d. sales person
    - e. cleaning plant
    - f. designer
2. shoe manufacture
    - a. retail store
    - b. shoe store
    - c. repair shop
    - d. shoe shine personnel
3. transportation
    - a. family car
    - b. bicycle
    - c. school bus
    - d. repairman
    - e. salesman
    - f. assembly line
    - g. insurance man
    - h. traffic cop
    - i. delivery services
4. school maintenance
    - a. food services
    - b. classroom furniture
    - c. janitoral services
    - d. heating
    - e. lighting
    - f. water
5. school construction
    - a. carpenter
    - b. brickmason
    - c. architecture
    - d. contractor
    - e. landscaper
    - f. operating engineer
    - g. cement mason
    - h. roofer
    - i. sheet metal worker
    - j. floorcover
    - k. plumber
    - l. glazier
    - m. electrician
    - n. plasterer
    - o. tilesetter
    - p. painter

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project

for

Level One

OUR PARENTS IN THE WORLD OF WORK

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level One

Title: Our Parents In The World Of Work

Behavioral Objective: To compile a knowledgeable bibliography of parental occupations as it relates to the world of work.

Procedures	Student Activity	Notes & Resources
Open ended classroom discussion of why parents work outside of the home.	As each student names reasons for parents working outside the home a list should be put on the chalkboard.	These areas should be grouped together as they relate to the students answers. eg. transportation, factory, business, and etc.
Prepare bulletin board of parental occupations.	Collect pictures of people doing different work in broad areas as it relates to student's response.	This could be expanded as it relates to many areas of career awareness.
Film strips could be shown effectively as to the types of occupations which parents perform outside	Classroom discussion on the film strip.	All students should participate in this climatic endeavor. Time will vary.

(cont.)

the home		
Students should be encouraged to bring a toy from home to demonstrate types of occupations as related to the dignity of work in career awareness.	Any toy that they bring can be used to utilize awareness of the world of work. All of this should be open-ended. Use these toys for show and tell demonstrations by the students.	This could be highlighted by imitating the role of the father in the community.
Role playing to show their parents occupation in the world of work.	Role playing can be used effectively. Students may put on a hat, apron, gloves, or anything to demonstrate to other class members why and what kinds of occupations are performed.	Puppet playmates, costumes, etc.
Students role play parents coming to school	Students ask each other questions about different occupations their parents perform.	

(cont.)

Parents should be invited to come to the classroom so students can interview them as to the type of occupation they perform.	Students should be encouraged to ask questions of the parents so they can broaden their horizons as to the world of work.	
Follow up of parents visitation.	Follow up study could be made with students drawing and coloring pictures of the occupations of work that parents of the students perform outside the home.	
		These drawings could be bound together in an effective book so students will have a resource available for reference in the career aware-

(cont.)

		ness program.
Each student will prepare for a pantomine before members of the class showing the occupation of members of his immediate family as it relates to the world of work.	Using materials brought from home, the students will pantomine a job as it relates to their parents working outside the home, with other students guessing as to "Who am I, and what occupation am I performing?"	Individuality and creativity of the student should be the keynote on this unit.
Students must realize that there are choices to be made in career opportunities as it relates to the world of work.	Students should decide which activity is more important to the economic well being of the family as it relates to career occupation. 1. Drawings of these choices could be placed in the individual scrapbook.	

(cont.)

Resources Needed:

- Puppet Stage
- Toys
- Hand Puppets
- Crayon
- Paper
- Pencils

SVE Filmstrips

The Family as a Social Institution

Interdependence of The Family

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Selected topics which family members may perform as is compiled by the students in relationship to the world of work.

1. tailor
2. waitress
3. teller
4. stenographer
5. stonemason
6. plumber
7. office clerk
8. metal worker
9. painter
10. pastor
11. policeman
12. routeman
13. salesperson
14. truck farmer
15. upholsterer
16. auto body repairman
17. auto mechanic
18. baker
19. butcher
20. cabinet maker
21. cashier
22. cook
23. dental personnel
24. hairdresser
25. electrician
26. dairyman
27. fireman
28. insurance salesman
29. manicurist
30. foreman

From the students list, a resource learning experience could be implemented in any of these areas.

Many of these topics could be correlated into many careers or occupations as it relates to students awareness of the many different occupations as related to the family in the environmental world of work.

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Volume II of Volume III

INTERIM REPORT

Project No. 1-361-0170
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"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VT014732
Part 2 of 7

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LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

I. Synopsis

II. General Objectives

III. Behavioral Objectives

IV. Teaching Strategies

V. Evaluation

VI. Correlation of Subjects

VII. General Information

VIII. Appendices

    A. Occupations To Be Correlated Into Level Two

    B. Suggested Letter To Parents

    C. Field Trip

    D. Resource Bibliography

    E. Teaching Unit

Resource Unit
for
Level Two
Career Awareness
Synopsis

The second phase of career awareness in childhood learning involves job skills and their relationship to the total community.

Through career awareness and understanding of self, the student will become aware of the importance of the community as it relates to world surroundings and of his importance as an individual in the world of work.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.

5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To acquire a knowledge of how important the airplane is in our everyday living.
2. To develop a positive working experience toward the understanding of clothing.
3. To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.
4. To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

Teaching Strategies

1. Involving as many community helpers in planning stage of the program. Parent involvement should be of primary importance with community leaders being consulted frequently.
    A. Introduction as to what people are in their various roles.
    B. Interviews of various business leaders in the community.
    C. Classroom discussion which evolves around the learning experiences gained from the practical aspects of the interviews.
2. The students could make display boards of various businesses and industries in the community.
    A. Using themselves pictured in the various occupations.
    B. Discussion and follow-up study of the pictures.
3. The students can become involved in a project of greater magnitude of some type of business performed in the local community.
    A. Role playing as to the various costumes.
    B. Build or construct a local workable model of some industry in the community.
    C. This could be an outgrowth from classroom discussion research, or field trips to various businesses.
    D. Free thinking should be the key note in any endeavo the students would perform.

Note: Role playing in the various occupations will broaden a students concept as to responsibilities, duties, workable skills which can be obtained in performing the necessary job distributions. Job placement on the students in any project they may perform should be done by random sampling with every student in the classroom taking turns in all facets of the different occupations. Any occupation that is performed within the classroom should be followed-up by a general classroom discussion as to the why's and therefore's and reasons existing for doing such a thing.

4. Field trips should only be made if they are relevant to the community study or to the interests of the students as they are portrayed in general classroom discussion.
    - A. Consultation should be made with other members of the staff so that repetition won't be made in any field trip that is planned.
    - B. Any planned field trip should have the approval of the places visited prior to the visit.
    - C. Always secure parental consent in writing before field trip is to be taken.
    - D. These field trip consent forms should be filed in the office until after the field trip has been completed.
        1. Appropriate films, slides, and film strips should be explored before the actual field trip takes place.
            - a. Pre-field trip
            - b. Actual field trip

c. Classroom discussion at end of trip

d. Related activities

Note: Suggestive places to visit and awaremess into the different occupations which would develop a positive attitude.

1. Bank
2. Furniture Store
3. Shoe Store or Shop
4. Dairy
5. Farm
6. Restaurant
7. Hardware Store
8. Drugstore
9. Garage
10. Dentist Office
11. Doctors Office
12. Lumber Plant
13. Variety Store
14. Filling Station
15. Fire Station
16. Post Office
17. Construction Site
18. Telephone Company
19. T.V. and Radio Repair Shop
20. Newspaper Office
21. Flower Shop
22. State Police Headquarters

5. This related activities in career awareness can be intergrated into other subjects. Career information should be correlated with the relationship shown between each subject and the choices of each occupation.

Correlation of Subjects Taught

Social studies texts, reading textbooks, stories, and related units can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used very effectively. The relationship of various occupations should be shown, as well as their relationships to existing curriculum components.

The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing related to occupational awareness. Math could include the relationship of the worker and math skills needed to perform various occupations in the world of work. Art can be pictorially related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

Evaluation

The second level of evaluation should be an on going learning experience for the students which continues to put feedbacks into the hands of the classroom teacher. This feedback should be used as a guidance aid in giving the teacher direction and impetus to change direction and or to chart new methods of learning.

There are many ways in which a classroom teacher can do an effective evaluation but perhaps at this level of student maturation. One of the best methods is to observe the students in their reaction with the other students as they progress from one learning activity to another. Student involvement in the learning experiences in another effective method in which a teacher can base a criteria for evaluation upon.

Role playing at this level is effective for evaluation due to the fact that the students in being creative about the different occupations and learning experiences in which the class has studied can project different imputs and meanings which were not mentioned in the learning activity.

An evaluation in which the students take part in should be valid in that the students know the meaning of it and the reasons why they are being evaluated.

Methods for evaluation are:

A. Oral question of individual students as to their environment into the different activities.

    1. Their individual concepts of the various occupations within the community.
    2. The intra-relationships shown in the different occupations.
- B. Observation of People Involvement
    1. Anecdotal records would be a valuable asset in keeping pupil progress.
- C. Pre and post tests
- D. Attitude changes as they have developed over the school year.
- E. Student Responsibilities
    1. Responsibilities students had when school started.
    2. Responsibilities students now perform at the closing of school.
    3. Occupations students observed at the first of the school term.
    4. Occupations that students now can observe.
    5. Pre and post testing.

General Information

Besides the suggestive resource unit information could be employed for level two, games, songs, stories, recordings, records, poems, film list, film strip listening, puzzles, letters-parents, employers, and whom they may visit on field trips, career book lists, tapes, file-as to simple problems and occupational information which was gained from the use of study.

APPENDICES

APPENDICES

I. Occupations To Be Correlated Into Level Two

II. Insights For Continuing Learning Experiences

III. Suggested Letter To Parents

IV. Field Trip

V. Resource Bibliography

VI. Teaching Units

Occupations to be Correlated Into Level Two

1. Attorney
2. Baker
3. Brakeman
4. Bricklayer
5. Bus Driver
6. Contractor
7. Carpenter
8. Cashier
9. Druggest
10. Checkers
11. City Manager
12. City Planner
13. Clergymen
14. File Clerks
15. Postal Clerks
16. Shipping Clerks
17. Receiving Clerks
18. Stock Clerks
19. Conductor
20. Machine Operator
21. Cook
22. Custodian
23. Dentist
24. Disk Jockey
25. Domestic Service
26. Taxicab Driver
27. Farmer
28. Firemen
29. Florists
30. Forester
31. Gardener
32. Grounds Keeper
33. Home Appliamce Servicemen
34. Nursing Aides
35. Orderlies
36. Bellhop
37. Telephone Installer
38. Repairmen
39. Insurance Agent
40. Lineman
41. Mail carriers
42. Cement masons
43. Meatcutters
44. Miner
45. Parole officer
46. Painters
47. Paperhangers
48. Pharmacists
49. Physicians
50. Pilot
51. Policemen
52. Radio-TV Servicemen
53. Salesman
54. Shoe Repairman
55. Teacher
56. Teller
57. Typists
58. Welder
59. Upholsterer
60. Telephone Operator

INSIGHTS FOR CONTINUING LEARNING EXPERIENCES

Selected topics which family members may perform as is compiled by the students in relationship to the world of work.

1. tailor
2. waitress
3. teller
4. stenographer
5. stonemason
6. plumber
7. office clerk
8. metal worker
9. painter
10. pastor
11. policeman
12. routeman
13. salesperson
14. truck farmer
15. upholsterer
16. auto body repairman
17. auto mechanic
18. baker
19. butcher
20. cabinet maker
21. cashier
22. cook
23. dental personnel
24. hairdresser
25. electrician
26. dairyman
27. fireman
28. insurance salesman
29. manicurist
30. foreman

From the students list, a resource learning experience could be implemented in any of these areas.

Many of these topics could be correlated into many careers or occupations as it relates to students awareness of the many different occupations as related to the family in the environmental world of work.

SUGGESTED LETTER TO PARENTS

Dear Mr.____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in __________________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?______________________________
____
2. What are some of your duties?____________________
____
3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?
____
____
4. Would a field trip to your place of employment be beneficial at this grade level?__________________
____
5. Would you serve as a field trip aide when we take field trips?________________________________
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes   no

Sincerely

____

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that they could not do and see in the classroom.

Some of the purposes of a field trip:

1. Having student develop an awareness of the many different workers in the community.
    a. home
    b. school
    c. neighborhood
    d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have
3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion

2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear.

Post trip question should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

Resource Bibliography

Level Two

Career Awareness

Exemplary Project

Records

Miss America

The Happy Farmer, Golden Treasury of Children's Classics

Films

The American Farmer, Ford, (29 minutes).

The Farmer, Encyclopedia Britannica Films, (15 minutes).

One Day on the Farm, Coronet, (11 minutes).

Summer on the Farm, Encyclopedia Britannica Films (11 minutes)

The Truck Farmer, Encyclopedia Britannica Films (11 minutes).

Building a House, Encyclopedia Britannica Films (11 minutes).

New House, United World Inc., (11 minutes).

Children at Work, United World Film, (20 minutes).

New House--------------------Academy Films (11 minutes).

Building a House-------------Eyegate Series (12 minutes).

Airport Passenger Flight-----Academy Film (15 minutes).

Airport Series---------------Academy Film (15 minutes).

Food from Seeds to Plants----Imperial Film (11 minutes).

Filmstrips

My Mother Works At Home------Imperial Films

How We Get Our Clothing------SVE 2045

Briefs

Families At Work--------------SRA

What Could I Be---------------SRA

Neighbors at Work-------------SRA

Our Working World-------------SRA

Come Work With Us-------------Sextant Series

Grove-Tex School Kit No. 100=Money

Urban Living Poster Cards

Ecology Poster Cards

Carpenters Kit of Robust Tools

Tom Thumb Cash Register

Judy Series--Community Helpers

Judy Series--Judy's Friends

Judy Series--Play Trays with Card Set

Hazelle's Finger Puppets

Books

Stuart, Murrie, Airplanes at the Airport

McCall, Edith, How Airplanes Help Us

Green, Clara, I Want To Be Books, Children's Press.

Scott, Foresman, More Friends Old and New

Scott, Foresman, Fun With Our Friends

Sextant Series, Come To Work with Us

Burns, A World Full of Homes

Time for Poetry: A Teacher's Anthology, May Hill Arbuthot Editor, Scott, Foresman Company. 1959.

Comfort, Isis T., Let's Grow Things, Rand McNally and Company, 1957.

Lubell, Winifred and Cecil., Green Is For Growing, Rand McNally and Company, 1964

Selsam, Millicient E., The Plants We Eat, William Monrow & Company, New York, 1955

Webber, Irma., Up Above and Down Below, William R. Scott, Inc. New York, 1953.

Watson, Aldren A., My Garden Grows, Viking Press, New York, 1962

Webber, Irma., Travellers All, William R. Scott, Inc., New York, 1954.

Webber, Irma, Bits That Grow, William R. Scott, Inc., New York, 1959

Meshover, Leonard, You Visit A Sugar Refinery and Fruit Cannery, Benefit Press, Chicago, 1966.

Sorensen, Virginia E., Miracles on Maple Hill, Harcourt Brace and World, 1956.

Stevens, Leonard A., The Trucks that Haul By Night, Thomas Y. Crowell, New York, 1966.

Weiss, Edna S., Sally Saucer, Houghton Mifflin Company, 1965.

Yates, Elizabeth, A Place for Peter, Coward-McCann, New York 1952

Carter, The,True Book of Homes, Doubleday Publishing Co.

Burns, A World Full of Homes, Doubleday Publishing Co.

Jacobson, W., Lanby, C., Konicih, R. Looking Into Science, American Book Company, 1968.

Navana, J., and Zafforoni, J. Today's Basic Science, Harper and Row, 1965.

Music

Music Through The Year, Wolff, et al., At the Airport, American Book Company

Music for the Very Young, In A Supersonic Jet., American Book Company.

Making Your Own Music., Silver Burdett Company, Morristown, New Jersey, pp. 90, 110.

Transparencies

Let's Grow Things, Rand McNally and Company.

Plants and Animals Transparency-Duplicating Book., Millihen Publishing Company, St. Louis, Missouri, 1967.

Reference Materials

Encyclopedia of Careers and Vocational Guidance

Occupational Information in Elementary Schools

The Child's World, Vol. 3. "Plants and Animals Ways" Child's World Inc., 1959.

World Book Encyclopedia, Vol. G., Field Enterprises Educational Corporation.

Dictionary of Occupational Titles

TEACHING UNITS

I. Away We Go

II. What Is A Farmer's Market

III. Clothes of Today

IV. Our Home

These lesson plans are a guide for the classroom teacher as to what possible activities may take palce during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

AWAY WE GO

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Away We Go

Behavioral Objective: To acquire a knowledge of how important the airplane is in our everyday living.

Procedures	Student Activity	Notes & Resources
Read books about air transportation and airplanes. (Brief history of early flight	Student discussion on what has been read. Name brief discussion about mans attempts to fly, from balloons to dirigibles to airplanes.	Books: Airplanes At The Airport Stuart, Merrie Lets Go To The Airport Sootir, Laura, 1959 How Airplanes Help Us McCall, Edith
Show Films and Filmstrips	Students trace famous flights on globe.	Films: Airport-Passenger Flight Academy Film Airport Series Academy Film
Contrast present day planes with the ones 20 years ago.	Make model of different airplanes.	Materials needed: 1. glue 2. pins 3. sticks 4. string 5. scissors 6. etc.

(cont.)

Role playing of different jobs that would be involved in working around a airport.	Student will role play using the following occupations: 1. ticket sellers 2. travel agent 3. information workers 4. pilot 5. stewardness 6. mechanic 7. baggage handler 8. cook 9. weatherman 10. radio operator 11. clean up people 12. tower operator 13. many more	Student should role play. A plane trip to some city in the United States involving the different occupations that would require them to start on the trip.
Have student bring in a model plane.	Let students tell how this model plane works.	
Resource Person e.g. 1. pilot 2. airport manager 3. airforce person	Prepare questions to ask the resource person. e.g. Explain how an airplane is flown, landings, and takeoffs.	Question to ask: e.g. 1. education required 2. duties 3. inside work 4. safety factors for pilots

(cont.)

		5. control towers 6. safety lanes 7. proper weather forecasting.
Dramatic play.	Student have play on control tower to pilot.	
Committee work. Student can inquire and report on how pilots are trained.	Boys will be interested in the different types of planes used in the airforce.	Draw picture of different military planes pointing out main characteristic of the different types of planes.
Make a list of terms used in air travel and airplanes activities.		Can later be added to by other modes of travel.
Divide students into groups (2-3) people.	Make scrapebook showing different types of planes, job description, and other pertinent information they would	Later can be added to by other modes of transportation.

	know about visiting an airport.	paris or salt and flour or clay mixture involving every child.
General discussion.	Student tell what jobs they would like to perform and why?	
Who am I game.	Student will role play different jobs that they saw at the airport and other students will try to guess who they are.	Rainy day activity or any free time period.
Safety rules.	Student name safety rules that they think would be helpful at the airport.	Teacher list these on chalkboard correlate with penmanship by letting students copy from the board.
Write imaginary trip through space or as a pilot of an airplane.	Start a theme or story on a trip that they would take. Should have the following: starting time	Correlate with English.

(cont.)

	1. buying of ticket 2. people involved 3. what they saw 4. return trip 5. length of trip	
Ask student how airplane effects the interdependence of people in the community, State, Nation, World.		Resources Film and filmstrip Airport-Passenger Flight 17 minutes Academy Film Airport Series (1953) 40-50 frames Academy Films Books Airplane At The Airport Sturat,Merrie Let's Go To An Airport Sootin, Laura 1959 How Airplanes Help Us McCall, Edith I Want To Be A Pilot Green, Clara Childrens Press Free and inexpensive materials: Cressna Aircraft Co. Air Age Ed. Division P.O. Box 1521 Wichita, Kansas 57201

(cont.)

		United Airlines School & College Services P. O. Box 66141 Chicago, Ill. 60666 Music Music through the year Wolf, et al., At The Airport, American Book Company Music for the very young, In a Supersonic Jet, American Book Company

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

WHAT IS A FARMERS' MARKET?

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: What Is A Farmer' Market?

Behavioral Objective: To acquire an intrinsic value of the agriculture movement through the practical application of farming methods.

Procedures	Student Activiey	Notes & Resources
A. Setting up the market		
B. Watching a family at work		
C. Buying and selling		
D. Advantages of the Farmers' Market		
1. Freshness of product		
2. Bargain prices		
E. Gathering and marketing product, a family enterprise		
F. The Farmers' Market, a social event		

(cont.)

Discussion of plants 1. What are plants? 2. Where do we see them? 3. Are they beneficial to us? 4. Name some plants.	Students bring in pictures of plants to make a mural or bulletin board. Student make fact charts. experience charts.	The Farmer Encyclopedia Britannica Film 15
Read book on plants to children.		Comfort, Iris Let's Grow Things Rand McNally & Co. 1957 Overhead projects with transparencies or plants can be used follow-up by stencil work.
Ask farmer to visit classroom and talk to students about farming.	Encourage students to ask questions about different occupations he performs and the methods he uses in growing things.	Teacher should ask the farmer to talk about soil, and caring for the plants.

(cont.)

Class discussion of farmers talk	Students talk about the classroom visit.	Write the occupations the farmer mentioned e.g. mechanic weatherman machine operator veterinarian
Speculate about the kinds of farming that could be done in West Virginia and about student's actual knowledge concerning local farming.	Students response	These could be listed on bulletin board. e.g. tobacco truck farm dairy
Discussion of seeds.	Students bring in different types of seed	Packages of seeds should be available for children to see. In small labeled dishes should be samples of each kind of seed in packages. They should be able to touch and smell freely.

(cont.)

		Also bulbs should be there so [illegible] can see different ways plants can grow.
The idea of having their own garden should be presented. Instructions of how to make one comes next. Soil needs to be rich. Needs sun and water. Getting help to turn soil.	Measuring off, making furrows. Planting seeds Covering seeds.	Before actually doing. show film Food from Seeds to Plants, about planting of a garden.
Discussion of film.	General discussion of film.	In the discussion of film be sure to point out the different types of occupations.

(cont.)

Students list foods.	After students have worked on this for about five minutes, ask "How many foods grow on farms in West Virginia?" (This would show up in the last column). Many will say "I don't know."	A list should be put on a chalkboard. Correlate with English.
Students start classroom garden	Students may do a small plot around school ground. e.g. plant flowers around building or may use boxes of dirt and plant different items within the classroom. It might be good idea to do both--beautification of school grounds.	If class is large may need groups: a. measurers b. dirt diggers and soil turners c. everyone plants seeds d. cover up seeds group The class goes to area of the garden after learning that a yard stick is three feet. The size should be set maybe 9' X 6'. The measurers use yard sticks to mark off. Can put rocks at corners. Put stakes in corner and rope off with string.

(cont.)

		Some older boys may have to turn the soil but after it is done the second graders can do it over. Learn to use hoe, shovel, fork already discussed.
Economics of farming.	Students discuss economics of farming.	Sample list of economic factors. Basic elements of economics (as related to a farm) a. Natural resources (soil, climate, plants) b. Capital investment: (land, building, machinery, money) c. Labor (skilled and unskilled) d. Technology: (inventions and discoveries or research)
	From here the occupations of a farm can be	

(cont.)

	brought up and studied as their own garden grows. Start off comparing how the farmer prepared his land. a. larger area b. specializes in one product c. machinery used d. farm help 1. planters 2. airplane crop dusters 3. pickers	
Students write story.	Write a short story illustrating the money cycle idea. (Example: teacher buys tomatoes; pays farmer; farmer puts money in bank; writes check to pay doctor bill, payment on car, buy seed, fertilizer, and gasoline; doctor pays secretary; secretary pays taxes; part of taxes pays the teacher's salary)	This could be correlated with English.

(cont.)

Map work	Using large maps students could illustrate the framing belts in the U.S.A.	Correlate with social studies. Geography textbooks and data maps that show the farm belts in the United States, and in the world.
Role playing in five groups.	Role playing by students. 1. Family Conference, deciding: a. whether to buy a potato digging machine or to hire more workers. b. whether to put the extra $200 they earned from a good crop of tomatoes into the savings account for college for children, or to take the whole family on a vacation for a week. c. whether the children should be paid wages for their work by the hour, or whether they should have a cetain part of the money earned for selling farm produce. (or maybe not receive any payment at all, and just get a regular allowance,) 2. a. son wants to buy a family car/father thinks they need a new pick-up truck.	

(cont.)

b. father wants his son to stay on the farm and help with the farming business; son wants to get a job for wages at the steel mill.

3. Mother and daughter at the market selling produce:

a. customer argues about the high price of the tomatoes

b. customer complains that last week the spinach he bought had too much sand and dirt in it.

c. customer wants to know why he can't get nice strawberries like the ones he got last month.

d. famer explains why he doesn't have the five bushels of tomatoes this week that he promised the customer he would have several weeks ago. (different students might think of different reasons)

4. Two lady customers explain why they like to trade at the Farmers Market.

5. Family conference:

a. to decide what to plant during the next growing season

(cont.)

	b. the teen-age daughter wants to go on a four day trip with her classmates at school, but it is during the squash picking season and it is her job to sort, wash and pack the squash.	Teachers tell each group the basic ideas and let them work out their own dialogue. This would encourage creativity.
Class discussion	Class discussion of each role playing activity bringing out occupations and careers	These should be listed on the chalkboard so students can write them down.
Wall mural	Students make wall mural showing different types of foods.	Correlate with art, health, and science class. Occupations could be: 1. farmer 2. packer 3. sorter 4. merchant 5. dietician
Students make scrapbook of farming in West Virginia.	This could be done in group projects using magazine pictures.	Make illustrated scrapbook. working in groups. (some research will probably be necessary) Should include the following:

(cont.)

		1. Kinds of work on a West Virginia farm. 2. Seasonal activities on a farm 3. Fun things to be done on a farm. 4. Farming around the world. 5. Unusual kinds of farming.
Class discussion	Things I would like to have.	Discussion should include the following: "Why can't everyone have all the things he wants?" "What is the different in WANTS AND NEEDS?" Economics is the study of the ways in which man uses the limited resources of the earth to get the things he needs and wants. It involves producing the things, distributing them fairly so that everyone has a share, and using them wisely.

(cont.)

Prepare food charts.	Using magazine pictures students by working in groups could plan menu for one week.	Correlate with science and health.
		Farm Vocabulary 1. cultivate 2. plowing 3. chores 4. drought 5. fertilize 6. harvest 7. growing season 8. irrigation 9. frost 10. insecticide 11. hail 12. farm hand 13. mowing 14. thrashing 15. canning 16. freezing 17. picking 18. selling 19. hoeing 20. sowing 21. etc.
		Occupations that can be incorporated into the unit. 1. farming 2. selling 3. repairman 4. technical engineer 5. grocer man 6. machine operator 7. soil conservationalist 8. soil analyst 9. county agricultural agent

(cont.)

10. horticulturist
11. nursemen
12. park manager
13. park ranger
14. poultry man
15. rancher
16. dairyman
17. farm realtor
18. feed dealer
19. forester
20. grower
21. packer
22. sorter
23. assembly man
24. manufacturers of farm tools
25. biologist
26. agronomist
27. herdsman
28. landscaper
29. livestock breede
30. veterinarian
31. vegetable grower
32. etc.

Resource Materials

Looking into Science
W. Jacobson, C. Lanby, R. Konicih.
American Book Company, 1968 New York.

The Child's World
Vol. 3, "Plant and Animals Ways" Child's World Inc., Chicago, 1959.

The Indoor and Outdoor Grow-It Book.
Comm, Sinclair, Baker Random House, New York, 1966

Today's Basic Science
J. Navana and J. Zafforoni, Harper and Row, Publishers, New York, 1965

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World Book
Vol. 8, "G". Field Enterprises Educational Corp., Chicago 1966

Plants and Animals Transparency-Duplicating Book
Millihen Publishing Company, St. Louis, 1967

Making Music Your Own
Silver Burdett Company, Morristown, New Jersey, p. 90, 11

1. Articles in encyclopedias on: farming, economics, West Virginia: farmi food, history

2. Neighbors at Work Our Working World Series, Lawrence Senesh, Perdue: Scie Research Associates, 1965, pp. 53067 (easy reading)

3. The Changing New World: North and South America, Silver Burdett Co., 1964, p. 291 (grades 5 & 6)

Literature

1. Poem, "Counters," p. 292 Beyond the Horizons, Indianapolis: Bobbs-Merril 1962. (grade 6)

2. Poems from Time for Poetry: A Teacher's Anthology May Hill Arbuthnot,

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Editor, Chicago:
Scott, Foresman,
Co., 1959.
"Father," by Frances
Frost, p. 17
"Rudolph is Tired
of the City" by
Gwendolyn Brooks,
p. 181.
"Country Trucks" by
Monica Shannon, p. 180.
"Vegetables" by
Eleanor Farjeon, p. 152
452

3. Sorensen, Virginia E., Miracles on Maple Hill, Harcourt, 1956. (Life on a Pennsylvania Farm)

4. Stevens, Leonard A., The Trucks that Hau By Night, New York: Thomas Y. Crowell, 1966

5. Weiss, Edna S. Sally Saucer, Houghton, 1956

6. Yates, Elizabeth, A Place For Peter, Coward-McCann, 1952

Films

1. The American Farmer
Sponsor: Ford, (29 minutes)

2. The Farmer, Encyclopedia Britannica Films (15 minutes)

3. One Day On The Farm
Coronet, (11 minutes)

4. Summer on the Farm

(cont.)

Encyclopedia Britannica Films
(11 minutes)

5. The Truck Farmer, Encyclopedia Britannica Films (11 minutes)

Music

"The Happy Farmer," Golden Treasury of Children's Classics (recording)

Songs o sing from Music in Our Country, Silver Burdett Co.,

"The Farmer" p. 181
"Harvest Hymn" p. 204
"Rain Music" p. 201
"America, the Beautiful" p. 1
"The Promised Land" p. 110
"My Corn Seeds" p. 73

Books for Children To Look At

Let's Grow Things
Isis T. Comfort, Rand McNally and Company, Chicago, 1957.

Green is for Growing. Winifred and Cecil Lubell, Rand McNally and Company, Chicago, 1964.

The Plants We Eat. Millicient E. Selsam, William Monrow & Company, New York, 1955.

(cont.)

Up Above and Down Below
Irma Webber,
William R. Scott,
Inc., 1953

My Garden Grows.
Aldren A. Watson,
Viking Press, New
York, 1954

Bits That Grow.
Irma Webber, William
R. Scott, Inc., 1954

You Visit A Sugar Refinery and Fruit Cannery. Leonard
Meshover, Benefit
Press, Chicago, 1966

I Want To Be A Farmer.
Carla Greene,
Children's Press,
1960

Filmstrips

Vegetables---Coronet
Grains-------Coronet
Fruit--------Coronet
Dairy Products-Coronet
Meat and Poultry--------------------Coronet
Fish and Seafood-------------------Coronet
The Major Kinds--------------------Coronet
Their Uses---Coronet
Roots and Stems--------------------Coronet
How they Sprout and Grow----------Coronet
Our Soil-----Coronet
Farming and Ranching----------------Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

CLOTHES OF TODAY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Clothes of Today

Behavioral Objective: To develop a positive working experience toward the understanding of clothing.

Procedures	Student Activity	Notes & Resources
Clothing is important to us.		
Class discussion.	Discussion as to why clothing is important to us.	
Name different types of clothing.	Students name different types of clothing.	This would show familiarity with the unit. Could name: 1. shirt 2. dress 3. pants 4. skirt 5. blouse 6. overalls 7. bermudas 8. coat 9. raincoat 10. etc.
Ask local clothing merchant to visit the class.	Plan time for class discussion after the presentation of the local merchant.	Ask the merchant to discuss such items as preseason buying, correct measurement and styles of clothing.

(cont.)

Class discussion	Class discussion of the visitation.	This could be correlated with reading and English.
Plan field trip to clothing store.	Plan field trip to local clothing store.	Students should observe the different types of clothing.
Discuss the field trip.	Students discuss the field trip.	Correlate the class discussion with the different types of occupations that were observed. 1. Saleslady 2. Salesman 3. Stockboy 4. Floormanager 5. Manager 6. Pricer 7. Payroll clerk 8. Bookkeeper 9. Invoice clerk 10. Auditor 11. Accountant 12. Janitor 13. etc.
Write thank you letter.	Students write thank you letter to the place in which they visited.	Correlate this with English and penmanship. Stress the fact that it is considered mannerly

(cont.)

		to write such letters after a visitation. Correlate this with such occupations as secretary and others.
Students compile scrapbook of clothing.	From old magazines students can collect pictures of clothing and make a scrapbook. Under each picture label the occupation that would seem to fit the situation.	This could be divided into several sections such as: 1. climatic clothes 2. play clothes 3. dress clothes 4. clothes of other lands 5. etc.
Bulletin board	Students can prepare the bulletin board using different pictures. This could include work clothes, casual clothes, and dress clothes.	Correlate this with art. Occupations that could be stressed are: 1. artist 2. designer 3. decorator 4. etc.
Seasonal collection.	Students do a mural of seasonal clothing	Old catalogues would be an excellent source of

(cont.)

		information for seasonal clothes. Seasons are: 1. Winter 2. Spring 3. Summer 4. Fall
Clothing collection	Students could bring old dolls to class and dress them for various roles.	This could be correlated with math class. e.g. purchasing material. cost of material, measuring material, cutting material. Occupations should be stressed are many, a selected few are: 1. cost accountant 2. cost analysts 3. staticitian 4. mathematician 5. designer 6. cutter 7. etc.
Making clothes	Students could use the simple sewing machine to sew the clothes together.	Correlate with social studies and home economics. Occupations could be:

(cont.)

		1. homemaker 2. seamstress 3. designer 4. etc.
Play style show	Students plan style show of their clothing	This could be correlated with all subject matter classes. 1. plan program 2. write up programs 3. seating chart 4. timing element 5. lighting 6. musical
As show progresses	Students tell or describe each outfit.	Correlate this with English. As the students do this they could be accompanied by the record of Miss America.
Style show	The students could plan a style show of the different occupations.	By using simple costumes and props the students can plan a style show using themselves as models.

(cont.)

Writing dialogue	Students write dialogue to accompany the style show.	In this activity the students could describe the clothing as to reasons for occupational wear. Occupations could be many, selected few are: 1. cowboy 2. nurse 3. policeman 4. fireman 5. doctor 6. sailor 7. astronaut 8. plumber 9. mailman 10. carpenter 11. etc. Resources Filmstrips: SVE 2045 How We Get Our Clothing Books: Green, Clara I Want To Be Book Filmstrip: My Mother Works At Home Imperial Films More Friends Old and New Scott Foresman How Susan Remembered p. 59.

(cont.)

		Fun With Our Friends Scott Foresman Two Funny Girls Here We Go SRA Our Working World Families at Work Filmstrips Your Clothes--Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Two

OUR HOME

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Two

Title: Our Home

Behavioral Objective: To incorporate into career awareness a more in-depth understanding of a particular occupational task or product.

Procedures	Student Activity	Notes & Resources
Read and discuss the book "Come to Work With Us in House Construction." Show film or filmstrip pertaining to building.	Students begin to look for and bring to class, book, pictures, and articles that relate to the unit to make the following: 1. Murals 2. Posters 3. Bulletin boards 4. Other activities 5. Basic materials used in home building.	Books: Come To Work With Us Sextant Series Wilkerson 1970
Field trip to a sawmill or have a resource person come in to tell about his experience.	Interview the resource person as the purpose of his job and what he does e.g. 1. What happens to the logs when they reach the sawmill. 2. What happens to the sawdust. 3. How plywood's made.	Resource Questionnaire pertaining to an interview. Pass out handout pertaining to the sawmill industries.

(cont.)

	4. What makes plywood strong.	
Obtain a piece of plywood for the children to examine. e.g. number of layers direction of grain in top layer.		
Explain that the plywood is described by its layers.	New words: foreman plywood beams glued kilns	
Exhibit of different kinds of wood	Make an exhibit of different kinds of wood Label each piece. e.g. Name of tree, several things for which wood can be used	Local Lumber Yard or children's fathers who do woodwork. Could bring in different samples of wood which could be correlated with

(cont.)

		science. e.g. hardwood softwood pulpwood
Collect sample of materials, and tools used in building. Make list using overhead project chalkboard.	Student can name different tools and materials used in building. List should be kept by students for future references.	Materials: Overhead projector Transparency
Have students collect floor plans from newspaper and magazines.	Students should bring in floor plans that they have collected. These could be shown to the class and they pick the one that they wish to build according to a scale model.	Correlate this with math classes. e.g. floor plans square feet linear feet plumbing specifications heating specifications footers cost per sq. foot

(cont.)

Discussion of blueprints	Class discussion of the different blueprints as they are explained in class.	Scale model of blueprint could compare with maps. Correlate this with social studies.
Master blueprint	Students submit blueprints in which a master blueprint is selected as a model guide for this related activity.	Correlate this with math class
Read to the class exerpts from all of Burn's *A World Full Of Homes*	Class discussion by students	Books: *A World Full of Homes* Burnes, Doubleday Publishing Company. *The True Book of Home* Carter, Doubleday Publishing Company.
Plan field trip	Students plan field trip to construction sites within the community.	If several building projects are being done in the local community and time permits, visit more than one so that the students horizons.

(cont.)

		will be broadened.
Visit a construction site or open house. Have a resource person in that is connected with the construction of a home.	After field trip student should write themes and list all related occupations. Student should interview: Architects Carpenters Cement mason Contractors Electrician Painter	Interview should consist of the following: 1. job description 2. salary 3. hours 4. skill or unskilled 5. education 6. inside work 7. outside work
Tools used in building	Naming of tools used in the building of the model house	
Bulletin board display	Students make bulletin boards showing different tools that would be used in the construction industry.	

(cont.)

Occupation of tool used in the construction industry.	Students name or list the different occupations that are involved in making of the model as it relates to the different types of tools being used. Students should keep this list for future references.	Students should differentiate the types of workers involved according to skilled and unskilled workers.
Students doing group work according to the many varied and different occupations within construction industry.	Divide class into different occupations that would involve the building of a house. Let student make a model using the previous floor plan and other information. e.g. 1. family buying 2. real estate-broker 3. property owner 4. architect 5. building contract 6. banker (loan) 7. suveyor (lot) 8. foreman to supervisor construction 9. carpenters 10. landscaping 11. abstract of property 12. deed of property 13. etc.	Doing research of different occupations Dictionary of Occupational Titles

(cont.)

Job Description	Students should be able to prepare a job description for each different occupation as it relates to their roles within the occupation.	This activity should be correlated with English class.
Role playing by students.	Role playing by the students involving every aspect of building such as, buying of property, talking to the architect, and etc. Selecting of contracting sites and building materials.	
Build model		Intergrating of different subjects. Math could be used in measuring and figuring of materials percent of profit, hourly wages.

(cont.)

Social Studies

Where does the wood come from; who brings in the material to use

English

Writing of letters to companies. Write themes telling about vuilding of the model.

Science

Weather to tell what type of house to build.

Science

Demonstrate why green lumber is not used in building.

e.g. wet and then dry a paper box. Explain that just as the paper wrinkled, wood with too much water in it will warp also when it dries.

(cont.)

Completion of the model	The model house could be completed and shown at open house or P.T.A.	
Correlation of activities	Students should be able to discuss each activity that they performed while building the model as it relates to the many different occupations.	
		Vocabulary 1. doors 2. forms 3. frame 4. glass 5. hammer 6. furnace 7. drains 8. concrete 9. crews 10. crane 11. carpet 12. brick 13. basement 14. sheeting 15. materials 16. mortar 17. plaster 18. plumbing 19. shingles 20. sod 21. site 22. tile 23. level 24. plane 25. trowel 26. underpinning

(cont.)

27. insulating
28. insulation
29. switchers
30. etc.

Resources

New House

Where it comes from
11 minutes-tells where
concrete, lumber,
bricks, glass and
pyres come from.
Show carpenters,
bricklayers, plumbers,
and electricians at w
(cer)

U. S. Dept. of
Labor
United Brotherhood
of Carpenters
Associated General
Contractors of
U. S. America
State Employment
Service
Occupational Outlook
Handbook
Encyclopedia of
Careers and
Vocational Guidanc
Vol. I. II Garden
City-Doubleday
1957
What Could I Be
Lifton, Walter M.
S. R. A.
Occupational Information In
Elementary School
Chicago S. R. A.
1963

Occupational Briefs
#23 S. R. A.
World Book Encyclopedi
Field Enterprise
I Want To Be
Children's Press
Come to Work With Us
Sextant Series

(cont.)

		Carpenters Largo Hardia Careers 1958 Films Building a House Encyclopedia Britannica Film (11 minutes) Children at Work United World Film (20 minutes) New House, United Films Inc., (11 minutes) Filmstrips The Different Kinds--Coronet Their Products-------Coronet

ED 059390

Volume III of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VT014732
Part 3 of 7

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

Table of Contents

I. Synopsis

II. General Objectives

III. Behavioral Objectives

IV. Teaching Strategies

V. Correlation of Subjects

VI. Evaluation

VII. Appendices

- A. Field Trip Information
- B. Suggested Field Trip
- C. Suggested Parental Letter
- D. Resource Bibliography
- E. Teaching Units

A Suggested Resource Unit
for
Level Three
Career Awareness
Synopsis

Career Awareness in Level Three should build upon the foundation established in previous levels. More emphasis should be placed on individualized instruction, small group activities, and the teacher taking the leadership role in preparing the students for the world of work.

Small group activities should culminate to a massive orientation of group activities centered around a class setting whose goals are long range in scope and sequences in preparing the students for the dignity in the world of work.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and it's importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.

4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work."

Behavioral Objectives

1. To stimulate awareness of job services provided in community careers.
2. To formulate a workable model of the various occupations within the community, correlating skilled and unskilled workers, emphasizing the importance of training and education.
3. To construct a workable model of an occupation using working activities of that occupation through role playing or dramatization.
4. To utilize knowledge in developing competent job interview techniques related to existing jobs within the community.

Teaching Strategies

1. The students should become involved in a project of greater magnitude of some type of business as performed in the surrounding communities.
    - A. Individual interviews as they relate to job skills needed in the classroom project.
    - B. Workable models as they relate to various enterprises undertaken by the class.
2. Individual and small group activities stemming from classroom discussion of the different facets in career orientation.
    - A. Individual projects which may consist of simulation games, bulletin boards, or related activities.
    - B. Buzz sessions as they relate to anything interesting which may be gained from any form of communication as it relates to the world of work.
    - C. Constantly stressing with individual approaches the dignity that man possesses when he has completed a given task as it relates to the over all employment cycle.
3. Panels, lectures, and speeches as they relate to the importance of the different occupations as they stress career awareness, portraying a positive attitude toward the individual role in a world of work.

4. Demonstration by individual and small groups on activities which have been researched through correlations of working experiences as they evolve in a project outgrowth.
    - A. This activity should not be performed until ample time has been given to field trips, class discussions, dramatization, study skills involving research.
    - B. The use of pantomine would be a valuable tool in portraying job skills and occupational awareness.
        - (1) Role playing could broaden their horizons, providing it was not repetition of former activities in level one and two.
        - (2) By using pantomimic methods, students will overcome their fears of speaking before a group.
            - (a) This could easily increase the student's confidence in himself.
            - (b) Students could use this method to relate to their own experiences as they pertain to the world of work.

Evaluation Techniques

Evaluation within this unit should be a continuous process by which there are several methods, which the classroom teacher can use to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument but through role playing the students are learning self discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of the growth that has taken place in the students. Students should tell what they have learned during the unit, Self appraisal by the students, and the teachers evaluation of the students along with the parental evaluation.

The evaluation of the unit can be done by the success of each individual student.

Success in attaining the understandings, attitudes, appreciations, and skills should be appraised for each individual student. Evaluation is the process by which the achievements of each student reach the expected outcomes of the unit.

Methods of Evaluation

A. The observation of pupil participation in group discussion as they relate to career awareness.

B. Observation of pupil participation in activities.

   1. Materials brought to class
   2. Participation in role playing
   3. Oral questioning of students
   4. Participation in group discussions

C. Responsibilities

   1. Responsibilities students had when school started.
   2. Responsibilities students now perform at the closing of school.
   3. Occupations that students now can observe.
   4. Occupations that students now can perform.
   5. Pre and post testing

Correlation of Subjects Taught

Social studies, and reading textbooks, and stories, and related units which can easily be adapted to the study of jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they're related in each subject of Career Awareness. The Language Arts program could easily include oral and written reports, role playing, interviews, and stories, and poems, and riddles, and letter writing. Math should include the relationship to the worker and skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to workers and the different activities that they are involved with. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit information could be employed for level three, games, songs, stories, recordings, records, poems, letters-parents, employers, and whom they may visit on field trips, career book lists, tapes, file-as to simple problems and occupational information which was gained from the use of study.

Also a county adopted text book list.

APPENDICES

Appendices

A. Field Trip

B. Suggested Parental Letter

C. Resource Bibliography

D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that they could not do and see in the classroom.

Some of the purposes of a field trip:

1. Having student develop an awareness of the many different workers in the community.
    - a. home
    - b. school
    - c. neighborhood
    - d. local or nearby town

2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have
3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion

2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers
3. Safety precautions should be discussed
4. Behavior as guest should be made clear.

Post trip question should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write Thank you notes or letters to the individual or agency or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up in advance resource people to use as needed and plan field trips in conjunction with each unit of study.

Suggested Field Trip

Suggestive places to visit in incorporating new awareness of career occupations within the surrounding community:

1. Bakery
2. Glass Plant
3. Technical Plant
4. Paint Shop
5. Government Offices
6. Hospital
7. Hotels
8. Motels
9. Mines
10. Railroad Yards
11. Bus Terminals
12. Airports
13. Beautician Schools
14. Barber Schools
15. Colleges
16. Universities
17. Laundry and Dry Cleaners
18. Industrial Plants
19. Recreational

SUGGESTED LETTER TO PARENTS

Dear Mr.____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in __________________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?____________________________

   ____

2. What are some of your duties?____________________

   ____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?

   ____

   ____

4. Would a field trip to your place of employment be beneficial at this grade level?____________________

   ____

5. Would you serve as a field trip aide when we take field trips?________________________________

6. Would you share as a classroom consultant in relating skills and occupations you use?

   yes no

Sincerely

____

Resource Bibliography
Level Three
Career Awareness
Exemplary Project

Records and Songs

John Henry

I've Been Working On The Railroad

Get On Board Little Children

The Old Ninety Nine

Atchison-Topeka and Santa Fe

Wabash Cannonball

I Hear A Train A Train A Coming

Muffin Man

Music Around The Town

Books

Curren, Polly, The Little Red Caboose That Ran Away. Treasure Books.

Freeman, Lydia, Chuggy and The Blue Caboose. Viking Press.

Piper, Watty, The Little Engine That Could. Platt and Munk C

Weisgard, Leonard, The Big Book of Train Stories. Grosset and Dunlap.

Calonius, Lillian, The Bakery. Children's Press.

Green, Clara, I Want To Be Series. Children's Press.

Filmstrips

The Fruit and Vegetable Store----------Eyegate Series

The Baker-------------------------------Eyegate Series

John Henry----------Coronet Series

Casey Jones----------Coronet Series

Rail System----------Coronet Series

The Shoemaker----------Eyegate Series

The Tailor----------Eyegate Series

Our Neighborhood Laundry----------Eyegate Series

The Butcher----------Eyegate Series

How We Get Our Food----------S. V. E.

The Banker----------Eyegate Series

The Watchmaker and Jeweler----------Eyegate Series

The Dairyman----------Eyegate Series

The Neighborhood Nurse----------Eyegate Series

The Neighborhood Doctor----------Eyegate Series

The Neighborhood Optometrist----------Eyegate Series

The Neighborhood Pharmacist----------Eyegate Series

The Neighborhood Beautician----------Eyegate Series

The Neighborhood Barber----------Eyegate Series

The Automobile Service Station----------Eyegate Series

The Neighborhood Newspaper Store----------Eyegate Series

The Neighborhood Fish Store----------Eyegate Series

Downtown----------Coronet Series

An Office Building----------Coronet Series

A Manufacturing Area----------Coronet Series

A Warehouse Area----------Coronet Series

The Waterfront----------Coronet Series

A Shopping Center----------Coronet Series

The Telephone----------------------------------Coronet Series

Electricity------------------------------------Coronet Series

Neighborhoods of Many Kinds--------------------Coronet Series

Neighborhoods in the City----------------------Coronet Series

Neighborhoods in Small Towns-------------------Coronet Series

Neighborhoods in the Country-------------------Coronet Series

Neighborhoods Change---------------------------Coronet Series

Neighborhoods in the Suburbs-------------------Coronet Series

The Library------------------------------------Coronet Series

The Zoo--Coronet Series

The Museum-------------------------------------Coronet Series

The Aquarium-----------------------------------Coronet Series

The Public Gardens-----------------------------Coronet Series

The Planetarium--------------------------------Coronet Series

Items

Jim Handy Company----------------------The Grocer

Edu-Craft------------------------------The Supermarket

Nystrom--------------------------------Supermarket Workers

Flat Pictures

The Market

Supermarket

SRA Occupational Briefs

Produce Clerks

Stock Clerks

File Clerks

SRA Occupational Briefs, cont.

Restaurant Manager

Small Business Owners

Cashiers

Routemen

Grocery Checkers

Bakers

Buyers

Films

Bread, Encyclopedia Britannica (11 Minutes)

The Big Bakery, Educational Film Services (10 Minutes)

SRA--Our Working World

Materials

Tom Thumb Cash Register

Grove Tex School Kit 100-------------------Play Money

Teaching Units

I. Choo Choo Train

II. Workers Within Our Community

III. The Staff of Life

IV. Supermarkets Serve People

These lesson plans are a guide for the classroom teacher as to what possible activities may take palce during the learning period. This unit is subject to change and it is by no means intended to dictate a concise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Three

THE STAFF OF LIFE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: The Staff of Life

Behavioral Objective: To utilize knowledge in developing an awareness of the bakery industry.

Procedures	Student Activity	Notes & Resources
Tasting bread	Student close their eyes and eat small square of bread.	Teacher can do this very effectively by cutting slices of bread into small squares and letting each student eat one.
Class discussion.	Class discussion of what they ate and why it is important to mankind.	The reasons of why bread and related products are important could be written on chalkboard. Students could write these reasons down and keep them in notebook for future reference.
Listing activities	As students name different items made from wheat, rye, oats, or corn.	Students write these items on the chalkboard and let students write them

(cont.)

		down to keep in class notebook. Correlate this with scienoe, and penmanship.
Class display	Students bring in items from house which pertain to the baking industry.	
Class discussion.	Students use show and tell method of discuss item they bought from home.	Correlate with English.
Bring in wheat to examine.	Have student chew and taste wheat.	Music: "Muffin Man" "Music Around The Town"
Correlated occupation with baking industry	Students correlate baking industry with other related areas.	Related areas to be discussed are: Baker Salesperson Truckers Farmers a. Wheat b. Sugar growers

(cont.)

		Cleaning people Dishwashers
Table display. What is needed to make bread.	Student should place sample articles that are needed to make bread such as: Flour Yeast Milk	Each student should feel free to display some article on the display table.
Teacher should point out the different workers such as: 1. Mixer 2. Molder 3. Oven operator 4. Slicer 5. Wrapper	Students should place on the wall above the table cut outs showing different workers.	Discuss with students the tools and different jobs that are involved in getting the bread to the grocer.
Teacher should list on the chalk board the items needed to put on the mural	Student can prepare a cut out mural.	Materials needed: paper crayons scissors workplace helpers
		Teacher should point out use of paper, crayons as materials. Scissors

(cont.)

		brushes as tools and the classroom as the work place and students work as labor. Teacher should point out the interdependency in a discussion of labor and specialization.
Preparing students for field trip to a bakery	Visit to a bakery such as: e.g. Charleston Huntington	Place to visit are: Heiners Bakery Huntington, W.Va. Purity Maid Bakery Co. Charleston, W.Va.
	Students will role play after getting into groups of 3-4 people of setting up a bakery.	Students could role play the following occupations: farmer wheat buyer for the bakery mixer of dough molder shapes dough oven operator slicer wrapper truck driver store owners bakery time

(cont.)

	Bring in receipes from parents to bake cookies	Correlate with math, cooking-training, country baking, measuring.
Materials for cookie making.	Students participate in planning of materials.	Suggested list: Bowls Measuring cups Measuring spoons Cookie sheets Milk Sugar Flour Flavoring Etc.
Make cookies or bread to sell to students.	Set up a bakery shop in the classroom to sell their cookies to students. e.g. The following could be involved in setting up the business 1. Borrowing money from the bank. 2. Getting License 3. Hiring of personnel 4. Owner 5. Salespeople 6. Clean-up people 7. People to make the cookies.	Students could sell products. The students could role play through actual learning experiences.

(cont.)

Picture collection for bulletin board.	Student collect pictures from cookie package, cereal boxes, etc. to make a bulletin board display.	Correlate with art.
Visitation of resource person.	Allow plenty of time for students to ask resource person questions	The resource person should talk to the student pertaining to the baking industries or related field. e.g. chef homemaker
Set up shop	Students could arrange with cafeteria to set up donut shop.	The school principal could arrange for bakery to deliver donuts to the school and let the students sell them at morning recess.
Correlated experiences.	Students could carry different responsibilities in this project.	This would allow the students valuable hands on experiences in the world of work.

(cont.)

		Correlated work experiences could be: 1. cashier 2. packer 3. handler 4. etc.
Health experiences	Students become aware of the impaired health that can be caused by unsanitary working conditions.	Sanitary working conditions could be stressed here. Correlate this with health. Resources Filmstrip How We Get Our Food The story of bread 50 farmers S. V. E. Our Working World S. R. A. S. R. A. Occupational Briefs 21 Bakers 284 Buyers 368 Small Business Owners 350 Restaurant Managers Books Baker Bill Barr, Jean

(cont.)

The Bakery
Calonius, Lillian
Children's Press
2.0 reading level

I Want to be a Baker
Green, Clara
Children's Press

How Bread Is Made
Living in Places
Near and Far
MacMellon Co.

Films

The Big Bakery
10 minute color
Ed. Film Services
Sales
U. Ext. U. of Calf.
Tour of a Bakery

Bread
11 minute
Encyclopedia Britannica
Bread making from the
wheat fields to the
bakery.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

SUPERMARKETS SERVE PEOPLE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: Supermarkets Serve People

Behavioral Objective: To construct a workable model of an occupation using working activities through role playing or dramatization.

Procedures	Student Activity	Notes & Resources
Classroom discussion on why we depend upon other people for different types of services.	Diagram a large wall map locating the many areas of our country where food comes.	This map could be the bulletin board focus for this unit. e.g. Celery from California, oranges from Florida. This activity could be correlated with Social studies.
Preparing foods for shipment.	How it is prepared for shipment could be done in a group activity 1. packing 2. sorting 3. cleanliness 4. inspection 5. crating 6. frozen 7. fresh 8. etc.	This could be correlated with Health and Science classes.

(cont.)

Shipping foods from the supplier to the consumer.	Types of shipment for different types of food. 1. Air transportation 2. Rail freight transportation 3. Tractor trailer transportation 4. Ship transportation 5. etc.	This could be tied together with the transportation aspects of social studies.
Explain law of supply and demand.	A. Food article plentiful B. Food article scarce	Students could figure cost on same article that is purchased locally in the summer time and one shipped in during the winter time. e.g. tomatoes corn strawberries
Implement student knowledge with the showing of filmstrips	As it relates to the different occupations they would expect to see being performed in a supermarket.	Jam Handy Company The Grocer Edu-Craft The Supermarket

(cont.)

	A. Students taking notes concerning film strips.	
From classroom discussion of the filmstrips.	Discuss some of the facets that an ongoing business encounters and the many types of occupations that are available as seen in the filmstrips.	Students should be encouraged to reach newer avenues of learning through self expression.
Plan for classroom visitation of a resource person.	Students plan types of questions and pertinent information that they want to know about after the oral presentation of the resource person.	
Resource visitation	Question and answer session.	
Write up visitation	Students could use creative expression to write up the visitation of the resource person.	Correlate this with English class.

(cont.)

Mock interview with employees that students may come into contact with on the field trip	Mock interviews should be done in the class before the field trip visit so that the students will be familiar with some of the different careers as they relate to vocational awareness.	Time should be spent here so that each student will be aware of things to be looking for on the field trip thus creating and producing a greater learning experience. Each student should have practice in asking questions in the interview for the place that they expect to visit.
Tape the mock interview.	Point out strengths and weaknesses of the interviews through classroom discussion.	Play back interviews so that a learning experience can be gained by all the students.
Initiate a field trip to a supermarket.	Class discussion of what they hope to accomplish as an outcome of the field trip.	

(cont.)

Finalize plans and procedure for the field trip e.g. student behavior and awareness of ideas and careers to be looking for.	Visit a local business which has an important role in the community. Students talk to several of the employees.	The field trip to a business establishment should be taken with ample time given so that students can gain insights into the different areas of the vocational world of work as it relates to career awareness. e.g. No matter how menial the job may seem, it has dignity if it is being done well.
Follow up discussion of all that they saw and did on the field trip.	Open ended discussion should follow with ample time being given to comprehension and awareness of what they saw and the experiences that they had during the trip.	

(cont.)

A list of the people they met and their job description as it relates to the world of work.	Students list types of occupations they saw being performed while on the field trip and a job description as it relates to the world of work. e.g. cashier stock boy manager.	Correlate this with spelling.
Initiate the writing of a theme	Writing theme on field trip experiences	Theme could be used as a measurement of the students comprehension of the activities observed during field trip.
Conduct dramatization after the field trip	Role playing of various occupations that the students observed during the field trip will broaden their preception to the many different facets of the world of work.	Correlate this with English.

(cont.)

	e.g. cashier pricer checker carry out produce manager meat manager buyer	
Types of role playing	Students could assume different job roles they saw during the field trip. Guess "Who Am I" "What Do I Do"	
Write thank you notes to the place they visited on the field trip.	Students would write their own personal thank you letters which should be sent to the business in which they visited.	Correlated with penmanship, English, and spelling.
Bring in labels that are found on different items which were pur-	Classroom discussion as to why certain foods are healthy and others are not.	This could easily be correlated into the area of health.

(cont.)

chased from the supermarket that the student has within their own home.		
Health charts could be made to emphasize what healthy foods are and others to show what it looks like to have unhealthy foods.	Make health charts using food labels which students brought in. The students should work in groups.	These labels could be used to prepare an attractive bulletin board. Showing healthy foods as correlated with health and science classes.
Project idea for class discussion of stimulating some activity in relationship to the field trip.	Classroom discussion as to the type of project and the detail that they want to get in involved in.	This could range from the simple to something elaborate. Due to the grade level, it is suggested that it be kept to something simple; yet it

(cont.)

		could involve other areas of study in the curriculum.
Discussion of the materials that they would need for the ongoing project.	Classroom discussion as to what they will need and why they will need certain materials to build the model.	Before this is tried be sure to get the principals permission.
Encourage the sharing of responsibility so that all students will be involved in the indepth project.	Students should discuss what they will do with the materials and how they will put it together to make a meaningful experience in the world of work.	Students should be encouraged to share certain responsibilities as it relates to the class project.
Classroom discussion of the various activities that can be	Simple themes could be done here as to why the student wants to be in certain areas.	Correlate with English as the students could portray different types of occupa-

(cont.)

carried on within the classroom.		tions as they work in their model.
Group leaders of the project should report should report their findings as to things that they will need to make the project a success.	List materials needed on the chalkboard. 1. paper 2. pencils 3. plywood 4. paint 5. nails 6. hammer 7. saw	Time will vary in this as to the depth of the project, but it should be an on-going experiment which is open ended.
Complete construction of the project.	Have students doing different parts or responsibilities during this phase. e.g. some saw, some paint, some make signs some measure and etc. e.g. students discuss everything that is being done in class because this is a hands on learning experience.	Give suggestions but let the students do the actual work as this is a valuable learning experience for the students.

(cont.)

Discuss methods for getting the activity of the project underway.	Open discussion with ideas of the student being written on the chalkboard for reference and evaluation.	Their ideas should be expanded so that the experiences of the project will be meaningful and a valuable learning experience for every member of the class.
Time schedule for student participation	Let students discuss how the project will be operated and how many it will take to operate it effectively.	All students should have equal chances to participate in the working facet of the project.
Role playing during the hands on activity.	Students assume roles to portray during the working phase of the project. e.g. Salesman cashier stock boy inventory records produce manager	Many other occupations could be listed These are only examples of a few.

(cont.)

	butcher packers stock clerks store manager assistant manager buyer	
Classroom discussion of the various activities that can be carried on within the classroom.	Simple themes could be done here as to why the student wants to be in certain areas.	Correlate with English as the students could portray different types of occupations as they work in their model.
Increase the vocabulary of the students as to the areas of the project.	Students will gain an overall workable vocabulary of terms and their application to career awareness.	Some of the terms to be considered are: packer cash register checker hardware crater freezer perishable price marker cost

(cont.)

net
gross
profit
produce
coupons
groceries
storage room
butcher
specials
bargain price
supermarket
meat market
fish market
vegetable market
candy market
bakery
dairy store
delicatessen store
health foods store

Occupations to be correlated into the unit for student awareness could be:

store manager
assistant manager

(cont.)

buyer
service manager
cashier
butcher
stock boy
produce manager
broker
salesman
accountants
truck drivers
bookkeepers
management trainee
shipping clerks
produce clerks
grocery checkers
pricer
ets.

Resources

Nystrom----Supermarket Workers

Filmstrips

The Story of Meat
The Story of Milk
The Market Town
Trucks at Work
Grocer
Butcher
The Food Store

(cont.)

Flat Pictures

The Market

Supermarket Helpers

Cash Register
Playstone Money

S. R. A. Briefs

Produce Clerks

Stock Clerks

File Clerks

Cashiers

Routemen

Grocery Checkers

Items

Tom thumb Cash Register
Grove Tex School Kit 100-Play Money

Filmstrips

Downtown------------
Coronet

A Shopping Center---
Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

WORKERS WITHIN OUR COMMUNITY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: Workers Within Our Community

Behavioral Objective: To formulate a workable model of the various occupations within the community correlating skilled and unskilled workers emphasizing the importance of training and education.

Procedures	Student Activity	Notes & Resources
Exploration of community work force.	Students name at least two people who perform within the job world.	Teacher write the persons name down and list the occupations that he performs. e.g. Mr. Smith a. Car salesman Mrs. Jones a. Secretary Miss. Doe a. Waitress Mr. White a. Mechanic
Plan for local survey of the work force.	Students should plan questionaire to use for the local survey of the work force.	Correlatel this activity with English. Occupation could be of the following: 1. public relations 2. census taker 3. etc.

Study interview techniques	Some of the areas which the students should become familiar with are: 1. Formulating questions. 2. Collecting data 3. Organizing data 4. Drawing conclusions	This could be correlated with Math, English, and Social Studies. Occupations included: 1. Statistician 2. Economist 3. Etc.
Plan survey questionaire.	Questionaire should include the following: 1. Education worker has had. 2. Type of occupation. 3. Training skills. 4. Materials used. 5. Why he chose the occupation. 6. What he dislikes about the occupation 7. Job description. 8. Education needed to perform better at the job. 9. Advancement for the future. 10. Salary scale.	These should be mimeographed on a sheet of paper; interviewed, use a different sheet. This could be correlated with Math and English. Occupations discussed during the preparation of the questionaire are: 1. Typist 2. Stenographer 3. Printer 4. Machine operator 5. Etc.

Perform local survey.	Students do local survey of the local community work force.	Correlate these activities with English and Math. Note: Be sure that the students practice good manners while doing the survey.
Stress the importance of accurate information.	Students should record the information from their survey accurately so that it can be analyzed at a later date.	This could be correlated with English and Math classes. Occupations involved: 1. Surveyor 2. Mathematician 3. Draftsman 4. Census taker 5. Salesman 6. Public relations 7. Writer 8. Reporter 9. Teacher 10. Etc.
Reporting interviews.	Students reporting of some of the interviews that have been performed.	This could be done in many ways: 1. Oral 2. Written

		3. Typed 4. Using pictures 5. Using models 6. Simulations 7. Etc.
Group work on cluster information which has been derived from the many interviews.	Students do group work to compile the information which was gained from the interviews.	This should be done by dividing the interviews into cluster occupations. The cluster occupations could be many or few. We perceive the following twelve items as the major cluster areas. 1. Office 2. Transportation 3. Agriculture 4. Construction 5. Distribution a. buyer b. seller c. real estate d. insurance e. etc.

		6. Family, Community and social service occupations 7. Electrical 8. Communications 9. Health 10. Manufacturing 11. Metal a. welder b. plumber c. mechanic d. sheet metal e. pipefitter f. etc. 12. Etc.
Resource guides	Students prepare resource guides concerning the different occupations.	Correlate this with English. Careers to be considered: 1. Secretarial 2. Printer 3. Editor 4. Etc.
Descriptive information.	Students write descriptive information concerning each occupation which they interviewed.	Comprehensive overview of the job world. Correlate with English.

Class Illustration.	Illustration of the different job techniques by using diagrams and maps.	Correlate with Math and Art classes. Occupations involved: 1. Mathematician 2. Designer 3. Etc.
Show relationship.	Students should show the relationship of each occupation as it relates to society.	
Class mural.	Students make a large mural showing the following information which was gained from the interviews.	Correlate with English and Art classes. Occupations which could be stressed are: 1. Writer 2. Painter 3. Designer 4. Lay out artist 5. Artist 6. etc.

(cont.)

See: Appendix A.		Vocabulary This would depend upon the locality of the local survey although a rather extensive one could be assembled. Occupations to be discussed This would depend upon the locality of the local survey. Samples suggested pertinent to most communities should be: 1. Housewife 2. Cook 3. Salesman 4. Insurance Salesman 5. Welder 6. Mechanic 7. Car Salesman

8. Teacher
9. Merchant
10. Farmer
11. Laborer
12. Carpenter
13. Mason
14. Janitor
15. Clergymen
16. Bookkeeper
17. Cashier
18. Secretary
19. Barber
20. Waiter
21. Waitresses
22. Plumber
23. Pipefitter
24. Doctor
25. Nurse
26. Appliance serviceman
27. Truck driver
28. Meat cutter
29. Shoe salesman
30. Etc.

Classroom Materials

1. Paper
2. Pencil
3. Pens

Resource Materials:

1970-71 Occupational Outlook Handbook. (This book is available for classroom use. It may be checked out from the audio-demonstration center.)

Filmstrips

The Telephone---Coronet

Downtown--------Coronet

An Office Building-----------------Coronet

A Manufacturing Area---------------Coronet

A Warehouse Area-------------------Coronet

The Waterfront--Coronet

A Shopping Center------------------Coronet

Neighborhoods of Many Kinds-------Coronet

Neighborhoods in the City--------Coronet

Neighborhoods in the Suburbs-----Coronet

Neighborhoods in Small Towns-------Coronet

Neighborhoods in the Country-----Coronet

Neighborhoods Change---------------Coronet

APPENDIX A

MURAL LAYOUT SKETCH

Occupational Cluster	Occupational Information 1. Name of Job 2. Education 3. Duties 4. Qualifications 5. Advancement 6. Earnings 7. Employment 8. etc.	Students Paint mural in relationship to the occupation.
Preparing notebook of occupational information	Students prepare notebook of information.	These notebooks could be similar to the mural except more in detail as to the job description.

Suggested Notebook

Title: Occupational Information Survey

Occupation	Salary Range	Education	Job Description
Brakeman	8,000-10,000	High School	Coupling and uncoupling railroad cars.

Materials for Mural

1. paper
2. watercolors
3. finger paint

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Three

CHO CHOO TRAIN

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Three

Title: Cho Choo Train

Behavioral Objective: To stimulate awareness of job services provided by a public ulitity.

Procedure	Student Activity	Notes & Resources
Class discussion.	General classroom discussion of trains.	This is an excellent way for the classroom to become familiar with the general knowledge of the students as it relates to the study of trains.
Name things trains do.	Students name things that trains do.	These should be put on the chalkboard by the teacher and students make a list of them for use in their scrapbook later on. Correlate this with Writing and Social Studies.

(cont.)

		e.g. Suggested List 1. carry people 2. carry things we use 3. carry freight 4. carry materials a. coal b. chemicals c. lumber d. cattle 5. etc.
Collect pictures of trains	Students could do this from magazines which they may have around their home.	
Class discussion	Show and Tell period letting students explain the pictures which they have collected.	Correlate this with English. Word list should be made on the chalkboard listing the new words.
Class speaker.	Invite a railroad employee to come to the class and talk to students.	Students should plan some questions which they wish to discuss with the worker. e.g. training education advancement

(cont.)

		Correlate this with Science. Occupations could be: 1. lineman 2. repairman 3. electrician 4. engineer
Plan field trip.	Student should plan a field trip in relationship to the unit.	Some of the places which they could perhaps visit would be: 1. Danville Railroad Yard Danville, W. Va. 2. Peach Creek Railroad Yard Logan, W. Va. 3. Huntington Railroad Yard Huntington, W. Va. 4. Charleston Railroad Yard Charleston, W. Va. 5 5. C & O Depot Charleston, W. Va. 6. C & O Depot Huntington, W. Va.

(cont.)

Discuss field trip.	Class discussion of field trip.	Students list the different occupations and trains that they saw on field trip.
Study of trains.	Students study the different types of trains.	Students could correlate this with Social Studies. Types that could be discussed are: 1. passenger 2. freight 3. mail 4. express 5. etc.
Study of freight trains.	Students study the different kinds of freight trains.	Students could correlate this with Social Studies. Types that could be discussed are: 1. boxcar 2. flatcar 3. livestock car 4. hopper car 5. refrigerator car

(cont.)

		6. tank car 7. caboose
Study of things and occupations that could be correlated with the freight train.	Students name the types of freight trains what they would carry and occupations for each.	These could be correlated with Social Studies and Writing. e.g. 1. Boxcar-lumber-sawmill, carpenter 2. Flat car-piggyback (automobiles) car salesman, mechanic, & insurance salesman 3. Livestock car-cattle, sheep, hogs, farming, ranching, meat processors, & merchant. 4. Hopper car-coal, wheat, corn, fertilizer and gravel-miner, farmer, landscaping and road construction. 5. Refrigerator car-meats, vegetables, and fruits-butcher, wholesaler, jobber, migratory worker 6. Tank car-oil, gasoline, chemicals-driller, service station manager, engineer.

(cont.)

		7. Caboose Car carry the Conductor and brakeman. This is only an idea of the things that can be carried in the different types of railroad cars. The listing of the occupations are unlimited.
Discuss people who earn a living working with trains.	The students could name job classifications of people who work on trains.	This is a list that could be endless, but the students should become familiar with some of the occupations. The students could copy the list and perhaps write a brief description of the occupation. e.g. sample list 1. Engineer-drives the train 2. Fireman-aids the engineer

(cont.)

		3. Brakeman--coupling and uncoupling the different cars.
		4. Conductor--charge of train
		5. Porter--takes care of sleeping cars
		6. Cooks--prepares meals served on passenger trains
		7. Waiters--serves the passengers their meals
		8. Agent--arranges for pickup and delivery of materials
		9. Ticket agent--sells and records tickets both for passengers and supplies
		10. Clerks--supplies people with information concerning the train
		11. Guards--guard the train and often guards the valuables that are on the train.
		12. Safety person--responsibility for safety of trai and for signs marking railroad crossing.
		13. etc.

make a train	Students could make a train from different boxes.	This could be correlated with math and art classes.
Class discussion	Class discuss the different types of cars that they want to make.	
Group work	Divide class into groups to work on the difference of railroad cars.	This would encourage group activities. Correlate such careers as: 1. Statistician 2. Art Engineer 3. Structural Engineer 4. Carpenter 5. Sheetmetal Worker 6. Painter 7. Designer 8. Architecture 9. etc.
Tickets for train ride.	Students could make tickets to ride on the train in which they have made in class.	Correlate this with math and writing. e.g. Students should perform something worthwhile to the class before being allowed to take a train ride.

(cont.)

		e.g. materials brought to class such as a pasteboard box or a train picture or maybe even learning a new word which is connected with the unit. Perhaps he could read a book and tell or write a book report concerning the unit of study.
Sell train tickets	Students could make ticket counter and sell tickets to ride on the train	Correlate this with math.
Time tables	Students could make up timetables showing the arrival and departure of a train.	Correlate this with math

(cont.)

Occupational discussion.	As students explain their pictures, have as many occupations explained as possible.	These occupations should also be listed on the chalkboard and students copy them for future reference e. g. Occupations would depend upon the pictures that the students brought to class.
Demonstration	Display of a model train.	If a student in the class has a toy train, ask him to bring it to class and demonstrate. If none of the students has a toy train then perhaps one of the upper classmen may have one and would volunteer to set up a demonstration for the students.

(cont.)

Class scrapbook.	Students could make a scrapbook from pictures that they have collected showing many different aspects of a train.	Under each picture the students should list the different types of occupations that are taking place. Correlate this activity with English and art.
Train songs	Students could learn and sing songs that are closely connected with the train industry.	Correlate this with music. Some of the songs should be: 1. John Henry 2. I've Been Working on the Railroad 3. Gen on Board Little Children 4. The Old Ninty Nine 5. Atcheson-Topeka and Santa Fe 6. Wabash Cannonball 7. I Hear A Train A Coming 8. etc.
Bulletin board	Students prepare bulletin board	Students could prepare bulletin board of trains. e.g. Title of Bul-

(cont.)

letin Board could

be:

Yesterday, Today,
Tomorrow

e.g. Steam Engine
Diseal Electric

Occupations that

Could Be Discussed

Within This Unit

1. Engineer
2. Conductor
3. Fireman
4. Brakeman
5. Ticket Agent
6. Dispatcher
7. Porter
8. Electrician
9. Painter
10. Mail clerk
11. Mechanic
12. Inspector
13. Track layer
14. Safety engineer
15. Guards
16. etc.

Classroom Resources

1. Charts
2. Pictures
3. Bulletin Board
4. Tempera Paints
5. Colored Chalk
6. Finger Paints
7. Magic Markers
8. Scissors
9. Nails
10. Saw
11. Hammer
12. Pins
13. Tacks
14. Paper

15. Glue
16. etc.

Resource Materials

I. Equipment
  1. Bell
  2. Light
  3. Filmstrip projector
  4. Play money
  5. Cash register

II. Books
  1. Curren, Polly
     The Little Red Caboose That Ran Away
     Treasure Books

  2. Freeman, Lydia
     Chuggy and the Blue Caboose
     Viking Press

  3. Piper, Watty
     The Little Engine That Could
     Platt and Munk, Co

  4. Weisgard, Leonard, *The Big Book of Train Stories*, Grossett and Dunlap

Filmstrips

John Henry------Coronet

The Railroad Station---------------Coronet

Rail Systems----Coronet

Casey Jones-----Coronet

ED 059390

Volume IV of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

VT014732
Part 4 of 7

December 31, 1971

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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LINCOLN COUNTY EXEMPLARY PROGRAM IN VOCATIONAL EDUCATION

Elementary School Project for Level Four

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

I. Synopsis

II. General Objectives

III. Behavioral Objectives

IV. Teaching Strategies

V. Evaluation Techniques

VI. Methods of Evaluation

VII. Correlation of Subjects Taught

VIII. Appendices

  A. Field Trip Information

  B. Suggested Field Trips

  C. Suggested Parental Letter

  D. Resource Bibliography

  E. Teaching Units

A Suggestive Resource Unit
for
Level Four
Career Awareness
Synopsis

The fourth level of career awareness in the middle school is concerned with investigating and interpreting the work of family members as it relates to a larger segment of the society.

This level should also focus on the development of positive attitudes, appropriate to both personal growth and career choices, building upon experiences developed in preceding levels. By moving to new levels of experience, individual decision making abilities can be enhanced, as students' sense of dignity and worth are increased through deeper understanding of the intrinsic value of occupational awareness.

We now proceed from the family, local and immediate environment to occupational awareness on a state, national, and world-wide level. The students should realize that they gain from and contribute to occupational awareness by being a participant in our world of challenge and change.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and

appropriate to the student's state of development.

3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and to encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To name the many occupations and job skills that are available to the student within the state.
2. To comprehend the vastness of our natural resources as related to the economic prosperity of the nation by focusing on the coal industry.
3. To become aware of the glass industry in developing an awareness of and an appreciation for the industry's vocational techniques as related to existing jobs within the state.
4. To do exploratory analysis of the many facets of protective services as provided by the state.

Teaching Strategies

1. The individual should become involved in an in-depth project of some phase of business as performed within our state.
   - A. Individual students could make a scrapbook of an in-depth project.
   - B. Workable models could be made by the students as they relate to the in-depth project.
   - C. A structured dramatization could be presented to the entire class, based on the in-depth project, and on the model.
2. Small group activities stemming from classroom discussion of the different facets presented in the in-depth project should be carried out.
   - A. Students should write down what they see as relevant about the project.
   - B. A group unit could easily be developed from this project dealing with various industries or businesses in our state.
3. Plan some field trips to the places considered most relevant in this study.
   - A. Consult with staff to avoid repetition of previous trips, thereby insuring continuity in the overall career awareness program.
   - B. Consult with and have the approval of the manager or the supervisor of each place you plan to visit.

   - C. Obtain parental consent as in previous field trips.

4. Role Playing
   - A. Illustrate both desirable and undesirable job interviewees' behavior.
   - B. Discuss the various kinds of information needed before the interview.
   - C. Discuss the over-all type of questions which one could be expected to be asked in an interview.
   - D. Arrange for an interview between each student and a member of the staff.
     1. Classroom practice should be given in filling out questionnaires and applications.
     2. If possible, tape record or video-tape the interview session.
     3. After taping interviews, it should be played back and followed by a general classroom discussion on ways of self-improvement in interview behavior.
     4. Interpret the result and let each student draw individual conclusions as to how they can improve their interview technique.

5. Students should work in teams.
   - A. They should interview one another.
   - B. A discussion of the activity by the entire group should follow.

6. The group should prepare a scrapbook or a notebook

on interviewing as a result of the work they have performed.

   A. The scrapebook should consist of students in actual situations.
   B. The scrapbook should contain:
      1. Questionnaires
      2. Interview Questions
      3. Interview Answers
      4. Group Interviews
      5. Group Answers

7. Business and industrial people will visit the class
   A. They will state their companies' objectives and requirements for employment.
   B. This should be varied so it will encompass the interests of the students at this level.
8. Students should be able to write letters:
   A. Requesting information from various companies.
   B. Thank you letters
9. The students could perform role playing as to the above activities.
   A. Video Tape
   B. Tape Recorder
10. Students should perform role playing activity in realistic situations.
   A. Washing Dishes
   B. Cleaning Room

C. Washing Family Auto
D. Mowing Lawn
E. Related Activities

11. Appropriate films, filmstrips or slides showing different phases of careers within the state.

12. Classroom involvement in songs, games, records, or recreation about the role of work in contributing to the dignity of man.

13. Career development information and activities.

14. Evaluation
    A. Observation of active pupil involvement in discussions and questioning.
    B. A summary by students on the opportunities offered to each of them in the state of West Virginia.
    C. Capability of students in conducting an interview.
    D. Statements by staff members.
    E. Amount and quality of materials used and brought by students.
    G. Fulfillment of objectives.
    H. Readminister standardized and non-standardized measures given at the beginning of the year.
    I. Attitude development and change.

15. Resource Materials
    1. Films
    2. Filmstrips

3. Records
4. Tapes
5. Books
6. Pamphlets
7. Magazines
8. Pictures
9. Maps
10. Brochures
11. Transparencies
12. Slides
13. Documentaries
14. Bibliography
15. Autobiography
16. Guest lecturer
17. Field trips eg. (Sunrise and Huntington Galleries)
18. Opaque projector
19. Filmstrip projector
20. Film projector
21. Art supplies
22. Tape recorder
23. Sample 4th. grade units and guides for developing --West Virginia
24. Chamber of Commerce information on industrial and recreational sites in West Virginia
25. Samples of interview questions and techniques
26. Guidance units--attitude development
27. Career book and series list

28. General textbook list--catalogs
29. Letter guides, parents, employers
30. Poems
31. Stories
32. Recordings
33. Games
34. Files

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the students is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities.
   - A. Materials brought to class
   - B. Participation in role playing
   - C. Oral questioning of students
   - D. Participation in group discussions
3. Responsibilities
   - A. Responsibilities students had when school started.
   - B. Responsibilities students now perform at the closing of school.
   - C. Occupations that students now can observe.
   - D. Occupations that students now can perform.
   - E. Pre and post testing

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of jobs. Other subject areas, such as music, science, and math can also be used effectively. Occupations should be shown in their relationship to each subject of career awareness. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship of math to skills needed by workers in order to obtain, perform, and function in various occupations in the world of work. Art can be related to worker requirements in occupations that require artists' skills. Music and correlated activities such as records, tapes, slides, film strips, and flannelboards are available in a wide selection of career awareness activity.

In addition to the suggested resource unit, teachers, can by using games, songs, stories, records, poems, visiting personnel, tapes, career book lists, video tapes, and discussions of information derived from the field trips, increase the student's awareness of roles they must perform to be effective citizens in tomorrow's world of work.

APPENDICES

Appendices

A. Field Trip

B. Suggested Parental Letter

C. Resource Bibliography

D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
    a. Home
    b. School
    c. Neighborhood
    d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have
3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion
2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers

3. Safety precautions should be discussed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

1. Sheriff's Office
2. Prosecuting Attorney's Office
3. State Police Training Center--Dunbar
4. State Police Crime Laboratory--South Charleston
5. City Police Headquarters--Charleston--Huntington
6. Courtroom
7. Dunbar Detention Center
8. Hamlin Volunteer Fire Department
9. Coal Mine--Beckley Exhibition Mine
10. Kanawha Glass Company--Dunbar
11. Huntington Fire Department--Huntington
12. Charleston Fire Department--Charleston
13. Blenko Glass--Milton
14. Rainbow Glass--Huntington
15. Union Carbide Chemicals--South Charleston
16. International Nickel--Huntington
17. Corbin Limited--Men's Clothing Mfg.--Huntington
18. Huntington Manufacturing Company--Women's Clothing
19. Perry Norvell Shoe Factory--Huntington
20. Kanawha Airport--Charleston
21. Tri-State Airport--Huntington
22. American Car and Foundry--Huntington
23. Libby Owens Ford--Kanawha City
24. Du Pont--Belle
25. etc.

SUGGESTED LETTER TO PARENTS

Dear Mr.____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _________________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?______________________________
   ____
2. What are some of your duties?____________________
   ____
3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?
   ____
   ____
4. Would a field trip to your place of employment be beneficial at this grade level?__________________
   ____
5. Would you serve as a field trip aide when we take field trips?________________________________
6. Would you share as a classroom consultant in relating skills and occupations you use?

   yes no

Sincerely

____

Resource Bibliography

Level Four

Career Awareness

Exemplary Project

Books

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Glenn, Max E. Appalachia In Transition. Bethany Press, 1970.

Roberts, Bruce and Nancy. Where Time Stood Still. Crowell-Collier Press, 1970.

Clarkson, Roy B. *Tumult On the Mountains*. McCain, 1964.

Price, Otis K. *The Allegheny Frontier*. University Press of Kentucky, 1970.

Brooks, Maurice. *The Appalachians*. Houghton Mifflin, 1965.

Occupational Briefs (SRA)

51	Coal Miner
194	Metal Mining Workers
207	Mining Engineers
198	Tool and Die Makers
260	Surveyors
182	Statistical Workers
292	Safety Engineers
184	Geologist
193	Diesel Mechanics
3	Electrical Engineers
25	Electricians
16	Bookkeeping Machine Operators
393	Union Business Agents
252	Typists
204	Ceramic Engineers
228	Ceramic Industry Manufacturing Workers
318	Chemical Technicians
40	Display Workers
327	Factory Inspectors
234	Gift Shop Owners and Managers
174	Glass Manufacturing Workers
109	Laborers
114	Manufacturing and Wholesaler Salesman
178	Package Manufacturing Workers
97	Purchasing Agents
352	Shipping Clerks
110	Warehouse Workers
385	Criminologists
274	Detectives
55	F.B.I. Agents
297	Guards, Watchmen, and Alarm System Workers
9	Lawyers
300	Legal Secretaries
54	Police
107	Policewoman

Filmstrips

Mining and Industry------------------------Coronet

Natural Resources--------------------------Coronet

John Henry---------------------------------Coronet

Maps (42H)------------------------------------Eyegate

Glass Making in Colonial Days------------------Corning Glass Company

West Virginia: A Changing Land----------------McGraw Hill

Slides

West Virginia: A set of 112 colored slides showing the history and industry of the mountain state.

SRA Our Working World

TEACHING UNITS

I. Opportunities in Our State

II. Black Gold

III. Rainbow of Color

IV. Protective Services Provided by Our State

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it it by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

OPPORTUNITIES IN OUR STATE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Opportunities In Our State

Behavioral Objective: To name the many occupations and job skills that are available to the student within the state.

Procedures	Student Activity	Notes & Resources
Provide the students with an introduction to the state through "A look at W. Va."	Have a general discussion of places students have visited in the state, and places they would like to go.	
Encourage student research using encyclopedia, class reports and other sources.	When students are naming places they have been or would like to visit within the state, see if they can name the different jobs that are involved in getting them there.	Materials: Outline Map of the State Ribbon Thumbtack Magic Marker Overhead Projector W.Va. Map Transparency
Using mimeograph maps, let students, at their desks, mark the locations of various state industries.	Students will use small mimeograph maps at their desks, marking the different industries and occupations as they are located.	This can be correlated with a Study of West Virginia by C Charles Ambler.

(cont.)

Display a large map of the state, using transparencies.	in the states various cities and geographical areas.	
Students can mark the major industries of the state. eg. Use Stars or Ribbons		Example attached; see appendix A.
Make a chart using information already available on jobs within the state, showing the skills needed to perform these jobs.	Draw a picture showing the exercise of the different job skills needed in performing a certain occupation. Use small group activities to let each student explain to the class what his picture represents.	**Resources** W.Va. Map Transparencies. W.Va. Chamber of Commerce Information.
Use field trip information. Appendix-B	Take the students on field trips to various industries or businesses within the state.	
	Students should review filmstrips of jobs performed within	**Filmstrips** Use filmstrips that pertain to the field

	businesses and industries visited.	trip sites. e.g. 1. Banker 2. Businesses 3. Factory 4. etc.
Have the students create displays depicting the industries of the state.	Students can make murals, bulletin boards, posters, charts, exhibits, and friezes of the major industries in the state, showing the different occupations that are involved with each.	Book: Our Working World S.R.A.'
Students should be exposed to stories, tapes, and records related to work in the state. They can also develop a frieze from what has been covered.	Arts and crafts techniques could be used to make model products such as those turned out by industries studied.	Materials: paint poster paper paste tacks construction paper and etc.

Filmstrip

West Virginia: A Changing Land-------McGraw Hill.

Slides

West Virginia: Set o
12 colored slides
showing history an
industry of the
mountain state.

Books

Wheeler, Billy Ed. Song of a Woods Co
Droke House, 1969.

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McClain, 1964.

Price, Otis K. The Allegheny Frontier. University Press of Kentucky, 1970.

Brooks, Maurice. The Appalachians. Houg
ton Mifflin, 1965.

RESOURCE

Information on the State

Chambers of Commerce
    Huntington, W.Va.
    Charleston, W.Va.
    Wheeling, W.Va.
    Bluefield, W.Va.

Pamphlet
    Facts and Statistics of West Virginia

Area Development Departments
    APPALACHIAN POWER COMPANY
    Huntington, W. Va.
    Charleston, W.VVa.

Chesapeake and Potomac Telephone Company
1101 6th Avenue
Huntington, West Virginia

Educational films available for school's use.
    History of Telephone Company
    Use of the Telephone
    (Telephone equipment can be obtained on loan from the C&P Telephone company.

Department of Natural Resources
Charleston, W. Va.

Around the Mountain State

Huntington and Charleston
Newspaper Offices

Sam Clagg, West Virginia Conceptual Atlas, Rand Mc Nally and Company, 1970

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

BLACK GOLD

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Black Gold

Behavioral Objective: To comprehend the vastness of our natural resources as related to the economic prosperity of the nation by focusing on the coal industry.

Procedures	Student Activity	Notes & Resources
Hold a class discussion on how many students have seen coal.	This is a simple responsive period in which the students could use general knowledge of a local nature.	Include all students in the class discussion.
Generate continued interaction by asking, "Does anyone in the class know someone who makes a living from mining?"	The response would depend upon the area in which the school is located.	This response could easily be correlated with economic aspects of the community that are related to the mining industry.
Initiate picture collections dealing with mines.	Students collect pictures of various types of mines and miners.	Correlate this with art class.
Move the class into a discussion of the pictures.	Discuss the performances of the occupations shown in the pictures.	Correlate this with English as the students tell what they see in each picture.

Students should make a class scrapbook.	Students make a class scrapbook containing pictures of miners and mines.	Students should list the types of occupations being performed in each picture.
Students do research on the locations of coal deposited.	Students do map work locating the areas of coal. 1. State 2. Nation	Correlate this with social studies, showing the vast areas where supplies of coal are located.
Display maps on a bulletin board.	These maps could be displayed on bulletin boards, and one map of each type could be added to the scrapbook.	The display of the students' maps will encourage them to be more accurate with facts and details.
Class does research on coal, using small group approaches.	Members of the class do research on the different kinds of coal and how coal was first found in our state. 1. anthracite 2. bituminous	This activity would be correlated with social studies. Coal in West Virginia was discovered by John Peter Sally. History of West Virginia by Charles Ambler

		In locating the deposits of coal, the students could either use Encyclopedias or social studies textbooks. Correlate this with career awareness in the occupational research area.
Organize a panel discussion.	Students should hold panel discussions of their research results.	Students should learn how to prepare for panel discussion and how to explain to other people the results of their research.
A write-up period should follow in which students summarize their research.findings.	Students can write up panel reports to be added to the class scrapbook.	Correlate with English occupations such as writer and editor.
Schedule a classroom visit by a coal miner or a coal company official.	After the visit be sure to engage in class discussions of the points made by the	Perhaps there is a miner in the community who works the night shift who

	resource persons.	would come to class and discuss coal mining from a miner's point of view. This would be extremely meaningful to the students. It could be possible to have both a miner and a coal official to visit the classroom, thus broadening the students concept of the mining industry.
Organize for class discussion the types of coal mines.	Students do group work on the different types of mines: 1. research 2. draw a scale model	Students do research on the types of mines and draw a scale model for each type of mine. The four types of mines are: 1. shaft 2. slope 3. drift 4. surface Correlate this with English and math, also with art

		and the occupation of the statistician.
Plan a field trip to a mine.	Students should visit a mine and see these operations that are available for them to observe.	It is doubtful if local mines would let students go underground, yet they can observe man many of the outside operations of the mining industry such as the tipple and the loading operations Perhaps the Beckley Exhibition Mine could be visited.
Hold class discussions of the field trip.	Students discuss the field trip focusing on the occupations the occupations they observed and the types of equipment they saw.	This discussion would depend upon the activities the students observed during the field trip.
Naming of occupations and equipment should be carried out.	Students name the occupations and equipment that they saw during the trip.	A list of each occupation should be added to the class scrapbook. Correlate

		this with career awareness.
Teachers should have students write thank-you letters.	Class writes thank you letter to the place they visited.	This could be correlated with English and connected with secretarial occupations.
Initiate study of occupations within the mining industry.	Students study the mining occupations, becoming familiar with the tools and equipment the miner uses in performing his job. The students should also become familiar with the different duties of the occupations in the mining industry.	Occupations that can be discussed are many, here is a random sampling: 1. machine operator 2. mine operator 3. electrician 4. safety engineer 5. motorman 6. driller 7. roof bolter 8. dumper 9. inspector 10. grader (types of coal) 11. greaser 12. trackman 13. engineer 14. tipple operator 15. tipple mechanic 16. weigher 17. secretary 18. bookkeeper 19. salesman 20. auditor 21. time dispatcher 22. etc.

A scale model of a coal mine can be made by students.	Students should utilize knowledge obtained from previous activities in creating the model.	This should be made according to a scale model. Teacher could use salt and flour mixture to make the model. Other students could make models of equipment. All of this activity could be correlated with art and math. Related activities to career awareness could be engineering, designing, carpentering, mathematics, and etc.
Conduct a study of materials and by-products of coal.	Students can do group research of the by-products of coal.	This could be done by using information from the American Coal Association and

		the West Virginia Coal Association.
Have students list by-products from coal discovered in their study.	Students name the products made from coal.	This listing should be placed in the class scrapbook.
Teacher initiates bulletin board project.	Students make a bulletin board with a lump of coal being the focal point.	A lump of coal could be the focal point using ribbons to attach the by-products of coal. The by-products of coal could be correlated with science. Occupations correlated could be chemist and other scientific careers. Occupations that can be discussed in conjunction with this unit: 1. machine runner 2. machine helper 3. mine operators 4. electrician

5. mechanic
6. motorman
7. brakeman
8. rock driller
9. car operator
10. roof bolters
11. coal driller
12. spragger
13. snapper
14. trackman
15. timberman
16. inspector
17. foreman
18. timekeeper
19. dumper
20. blacksmith
21. car dropper
22. car cleaner
23. car trimmer
24. bit sharpener
25. car repairman
26. greasers
27. sand dryers
28. slate picker
29. tipple mechanic
30. carpenter
31. mason
32. lamphouse operator
33. hoist operator
34. weigher
35. bookkeeper
36. secretary
37. payroll clerk
38. union steward
39. dispatcher (by whom cargo is to be shipped)
40. salesman
41. etc.

Vocabulary enrichment could be extensive in this area of study which would cover a broad spectrum

of occupations

and general terms.

Classroom materials

1. paper
2. pencils
3. art paper
4. art supplies
   a. brushes
   b. finger paint
   c. watercolors
5. filmstrip projector
6. salt
7. flour
8. pan for mixture
9. blank maps
10. old magazines

Resources

Encyclopedias

Amber, Charles.
West Virginia History.

Clagg, Sam.
West Virginia Conceptual Atlas.
Rand McNally, 1970.

Markun, Patricia.
The First Book of Mining.
Watts, 1959.

Filmstrips

Mining and Industry--------------Coronet.

Natural Resources-------Coronet.

Maps
Eyegate filmstrip
42 H.

Materials from
American and
West Virginia
Coal Mining
Association.

SRA Occupational Brie

51	Coal Miner
194	Metal Mining Workers
207	Mining Engineers
198	Tool and Die Makers
260	Surveyors
182	Statistical Workers
292	Safety Engineers
184	Geologist
193	Diesel Mechanics
3	Electrical Engineers
25	Electricans
16	Bookkeeping Machine Operators
393	Union Business Agents
252	Typists

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

RAINBOW OF COLOR

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Rainbow of Color

Behavioral Objective: To become aware of the glass industry in developing an awareness of and an appreciation for the industry's vocational techniques as related to existing jobs within the state.

Procedures	Student Activity	Notes and Resources
Introduction of this unit could involve discussion of a simple drinking glass.	Ask for a volunteer to bring a glass to school the next day.	
Continue the discussion of the drinking glass and its uses.	Students could list the obvious usages of a drinking glass.	The students could make a list of the uses of glass. The teacher could put the list on the board so the students could copy it.
Have students name the uses of glass.	Students could name the uses of glass and the major occupation associated with each.	This could be an open ended type of discussion. The uses and occupations should be listed on the chalk board and copied down by students.

		Correlate this with English, penmanship, and etc. Some obvious answers would be: 1. Window glass-----Construction 2. Automobile glass-Transportation 3. Eyeglasses-------Medical 4. Drinking glass---Homemaking Restaurant 5. Lightbulbs-------Manufacturing 6. etc.
Plan for classroom visitation of someone who is knowledgeable in the glass industry.	Allow for ample time for class discussion after the presentation.	
Students could write about the classroom visitation.	Students could write a simple theme concerning the classroom visitation.	This could be correlated with English class. The teacher should stress the occupations as mentioned by the guest

		lecturer, and correlat activities with the secretarial work involved in theme writing.
Plan for field trip to a local industry.	Students should plan for a field trip to a local glass industry by noting the many different skills and occupations listed in books and other materials on glass. Students observe and note the various phases of the job of producing glass porducts.	Field trip should be planned for Pilgrim Glass Co.--Huntington, W.Va.; Rainbow Glass Co.--Huntington; or Blenko Glass Co.--Milton,W.Va
Class discussion of the field trip.	Students discuss the activities that they observed during the trip.	Some of the activities or job careers should be: 1. mixer 2. blob blower 3. apprentice 4. stoker 5. cutter 6. baker 7. sorter 8. packer 9. examiner 10. pricer

		11. designer 12. mold maker 13. salesman 14. chemist 15. scientist 16. pipe fitter 17. etc.
Students write thank-you note or letter.	Class writes thank-you letter to the place they visited.	Correlate this with English and office practices.
Class activity could now center around designing junk glass into a mural or other project.	Students use junk glass to make murals or other creative artistic projects.	While on the field trip to a glass plant, the students or adult leaders could visit the scrapyard and gather pieces of discarded glass, getting as many different colors as possible. They could in turn let the students make a mural or numerous other items. Materials Needed 1. broken glass 2. Elemer's glue 3. heavy cardboard or beaver board Correlate this with art class.

		Occupations that could be emphasized a are: 1. artist 2. designer 3. layout person 4. interior decorator 5. draftsman 6. etc.
Picture collection.	Class collects pictures from old magazines showing different kinds of glassware as related to occupational activities involved in the product's creation.	These should be collected from different magazines and newspapers.
Class mural	Students make a class mural from the picture collection.	Correlate this with art. Occupations to be stressed are: 1. artist 2. designer 3. interior decorator 4. craftsman 5. etc. Occupations to be discussed in this unit are: 1. carpenter 2. pipefitter 3. boilermaker

4. mixer
5. chemical engineer
6. chemist
7. apprentice
8. cutter
9. temperature specialist
10. examiner
11. pricer
12. designer
13. artist in residence
14. mold maker
15. salesman
16. interior decorator
17. secretary
18. bookkeeper
19. draftsman
20. packer
21. shipper
22. etc.

Classroom materials

pencil
paper
ruler
Elmer's glue
hammer
old magazines

Resource materials

Glass collected from the scrapyards of the glass plants.

Vocabulary

Vocabulary could be extensive in this unit of study. Some of the more common ones would be:

1. blown
2. pressed

3. molted
4. melted
5. weight
6. distance
7. packing
8. shipping
9. cherry wood
10. maple wood
11. pine chips
12. design
18. variation
14. color depth
15. consistency
16. temperature
17. blob
13. sand
19. gas
20. transportation
21. etc.

Resources:

Filmstrip

Glass Making in Colonial Days by Corning Glass Company.
(this is in the demonstration center)

SRA Occupational Brie

204	Ceramic Engineers
228	Ceramic Industry Manufacturing Workers
318	Chemical Technicians
40	Display Workers
327	Factory Inspector
234	Gift Shop Owners and Managers
174	Glass Manufacturing Workers
109	Laborers
114	Manufacturing and Wholesaler Salesman
178	Package Manufacturing Workers
97	Purchasing Agents
352	Shipping Clerks
110	Warehouse Workers

Books:

Eberle, Irmengarde. The New World of Glass. Dodd, Mead and Company, 1963.

Epstein, Sam and Bery The First Book of Glass. Watts, 1955

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Four

PROTECTIVE SERVICES PROVIDED BY OUR STATE

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Four

Title: Protective Services Provided by Our State

Behavioral Objective: To do exploratory analysis of the many facets of protective services as provided by state governments.

Procedures	Student Activity	Notes & Resources
Start this unit by asking this question, "Who protects us as citizens?"	The students should be encouraged to answer "state police" after a free exchange of questions and answers.	
Conduct a classroon discussion of the role of the policeman as he performs his job.	Use pictures of policeman on the beat, as a desk sergeant, on traffic control, as motorcycle officer, a sheriff, and working in crime labs. Include the role of the policewoman.	Resources Magazines, paste, stick finish art paper, ink pad and blotter.
Discussion of various police jobs and their particular functions.	Students can predict how policeman would react to various situations: a. arrest b. ticketing c. murder d. mob control	

	e. assault f. accident 1. car 2. truck 3. airplane 4. motor cycle 5. train g. gambling 1. dice 2. horses h. drugs	
Utilize the concept: The policeman has responsibility to the community.	Students create and dramatize stories about policemen. Role playing: Role play policeman helping lost child. (Students can reate other role play situations.)	Individual students tell stories. Individual students tell of different aspects of how policemen perform this role.
Teachers could use school patrol boys as an example on the child's level of a police type of activity.	Patrol boys role play their duties.	
Students discuss each role, and its importance to us as a protective service.	Role play duties of police and F.B.I. agents as related to different vocational possibilities within the law enforce-	Individual students perform duties they would perform in a real life job situation as a law

	ment field.	enforcement representative.
Have students make a scrapbook.	Students use small group approach in beginning a scrapbook to include relevant data on protective services.	
Re-inforce the concept: "There are various jobs employing the policeman."	From research of finger printing let students show how finger prints are used for identification purposes. e.g. fingerprint everyone in class.	Simple ink pad and typing paper. Students roll their finger on ink pad and then roll finger on typing paper.
Vocabulary development can be correlated.	Student can formulate a workable vocabulary which pertains to law enforcement agencies or departments.	
Students can research and write-up job descriptions for protective service workers.	List regulations for law enforcement agencies. a. tests b. physical requirements c. personal characteristics d. educational requirements	

Students collect pertinent data.	Students gather information about regulations and qualifications, and discuss qualifications for various positions such as legal knowledge necessary for different jobs	Pamphlets from the different departments to be studied should be obtained. These could be added to the group scrapbook.
Children can enumerate occupational choices within the protective services.	Individual research can be conducted on the different aspects of protective services as related to state government and to the welfare of the citizenry.	
Assign oral reports.	Student can explain the duties of the various personnel found within the protective service.	These reports could be given either individually or by a panel discussion.
Move students into a consideration of the role of the protective services in our government.	Discuss the role of a law enforcement agent in protecting the government.	

Individual reports or panel discussions could be given.	Report on how each law enforcement agency protects the government.	
Begin to plan for classroom interview with a selected number of law enforcement people from different governmental levels.	Class discusses various things that need to be brought out during the actual classroom visitation of enforcement persons.	Students should be encouraged to ask questions that are important to them and their interest in the unit.
Invite resource people in and conduct interviews.	Students send invitations to prospective resource people. Interview state policemen, F.B.I. agents, sheriff and others involved in the law enforcement agencies which protect us and our government. Have agents talk about job requirements. Have agents explain arrest procedure, book-	

	ing procedures, and courtroom procedures.	
Teacher should lead discussion of resource persons visitation.	General classroom discussion of the resource person and his comments.	
	Students could do group or individual work on the classroom visitation such as doing write ups of the visit, including areas or topics that are of special interest.	All of this work could be added to the group scrapbook.
Begin picture collection.	Students collect and share pictures of various law enforcement agents in a dangerous or threatening situations.	Current magazines, newspapers in which pictures and articles are included.
	Student volunteers research and present to the class statistics of law enforcement officers dying in the line of duty.	Both the picture collection and this report could be added to scrapbooks after presentation.

Teacher initiates current events scrapbook.	Current event scrapbook could portray state policemen as they perform their roles in carrying out their job.	
Field trip to the State Police Center at Dunbar or State Police Crime Laboratory at South Charleston.	Students to observe various state police agents at their specific jobs or training activities. Students list reasons for various training activities. Explain different training demands of each job. Observe special training components within training center and crime lab. Discuss skills that need to be attained to do an effective job in the various areas.	Students should observe good manners and common courtesy while on the field trip.
	Observe the practice of marksmanship on the target range.	These visits can be correlated with films on each area.

	Visit: Ballistics Laboratory Identification Laboratory Civil Disturbances Blood Sampling Espionage Techniques Wire Tapping Narcotics Stolen Property Interstate Traffic within and between states	Films may be acquired from Superintendent of State Police or F.B.I., Washington, D.C.
Class returns to school and discusses field trip.	Students hold classroom discussion of things they observed and saw during the field trip.	
Teachers assign students to write a theme on the field trip experiences.	Students to write up their visual perceptions and interpretations resulting from the field trip.	This could be done on an individual or group basis and added to the scrapbook or put on the bulletin board. This could be correlated with English and Science classes.

Implement role playing.	Role playing: Students practice some of the training activities observed in the field trip through role playing and dramatization.	This could be easily correlated with their Physical Education period.
Construction of a bulletin board:	Bulletin Board: a. stages of training b. pictures c. student drawing Suggest training act for patrol boys and girls within the class.	This activity can be easily correlated with Art.
Story writing:	Students real and fantasy stories about jobs they observed on the field trip.	This could be correlated with English and Spelling classes.
Class discussion of the economic and social values of the law enenforcement agencies to the community.	Discuss the role of each law enforcement agency in the protection of economic interests. Discuss ways in which each law enforcement agency generates a feeling of security in our	This could be done emphasizing the cost of crime and showing that certain crimes are on the increase.

	community, state and nation.	
	Students do a show or write a description of the economic values which his family derives from having efficient law enforcement within the community.	Students could be encouraged to talk with business leaders of the community as to how they see police protection helping their business. This information would give students a frame of reference from which to draw conclusions as to valuable economic reasons for competant law enforcement.
Discuss others who help directly and indirectly in the efficient performance of protective services.	There are certain systems and auxiliary personnel that support the enforcement personnel in each law enforcement agency: a. lab technician b. data collectors	

	c. data processors d. dispatchers e. clerical helpers	
	Show pictures of these various supporters at their jobs.	
	Develop job description of each supporter as it relates to a phase of protective service.	
	List qualifications for each of the supporting services (personal and academic).	May be obtained from pamphlets and booklets from Superintendent of State Police.
	Write stories about how these areas are supportive of the law enforcement agencies in our community.	This activity could be related to English class.
Involve students in understanding how protective services can work in our school.	Write safety rules for the classroom and the school.	
	Formulate punishment for various infractions	With cooperation of the principal,

	of school rules committed by students. e.g. running in hall, pushing other students.	the students could participate in making a set of school rules to be carried on within the school.
	Be a volunteer hall policeman and note types of activity being performed by other students.	Observable infractions of school rules could be reported to the class.
Help students create a detective problem in the school or classroom.	Set up a situation where the students will do detective work. a. Keeping notes of what they do. b. Talking with other people. c. Examine facts. d. Reporting findings	
	Differentiate between reporting, squealing, and tattling.	
Aid students in setting up crime laboratory.	Things to be included: 1. finger printing equipment	

	2. simple communicators 3. radio 4. walkie talkie 5. radio frequency 6. wanted posters 7. types of alarms 8. drivers license 9. mug shot of each student	
Role play different people within the police laboratory.	Students should be familiar with each role and duty that they portray. Suggested list of roles are: 1. patrolman 2. motorcycle policeman 3. crime technician 4. radio dispatcher 5. policewoman 6. dectective 7. crime investigator 8. narcotics investigator 9. juvenile officer 10. recorder and record keeper 11. secret service agent	Members of the class could assume the different roles as they relate to police work. Students could demonstrate their duties as they perform their individual role.

	12. desk sargeant 13. vice squad 14. lab technician 15. artist	
Have students build bulletin board.	Create a bulletin board or large mural showing the phases of protective services at work.	Correlate with Art class.
Display:	Display equipment used by protective service people in their daily work. e.g. picture of guns, hand cuffs, cars, siren, night stick.	
		Other areas of Protective Services that could be studied in conjunction with this unit are: 1. Fire Department 2. Saftey Procedure 3. Water Comsumptic 4. Sewage Disposal Systems 5. F.B.I.

6. Health Standard
   for Public
   Employees
7. Car Inspection
   Agencies (laws)
8. Weights and
   Measures (inspection servic
9. Coast Guard
10. Border Patrol
11. National Guard
12. Air Line
    Marshalls
13. U.S. Marshalls
14. Driver Safety
15. Legal Aspects
    a. Judges
    b. Lawyers

Resources

paper

colored chalk

crayons

paints

soap

cardboard

aluminum foil

motors (simple)

bells

switch

ink

ink pad

newspapers

hammer

saw

nails

play dough

microscope

slides

test tubes

tape recorder

record player

film projector

filmstrip projector

camera

film

overhead projector

screen

walkie talkie

Other activities that could be incorporated into the unit.

wanted posters

construct model of Police Station

dress model in uniform

build a simple radio

discuss radio frequency

discuss policemen around the world

show films on drug abuse

show films on traffic safety

car motor number for identification purposes

puppets

Canadian Mountie

British Bobbie

Books:

Sootin, Laura.
Let's Go To A Police Station.
Putnam, 1957.

Williams, Barbara.
I Know A Mayor.
Putnam, 1967.

Williams, Barbara.
I Know A Fireman
Putnam, 1967.

Williams, Barbara.
I Know A Policeman
Putnam, 1966.

Hyde, Wayne.
What Does A Secret
Service Agent Do?
Dodd, Mead & Co., 1962.

Liston, Robert.
Your Career In Law Enforcement.
Messner, 1967.

McCarty, Agnes.
Let's Go To Court.
Putnam, 1961.

Rosenfield, Bernard.
Let's Go To The F.
Putnam, 1960.

Filmstrips:

The Policeman

Materials:

Life Games

Community Helpers I

Community Helpers II

Records:

I Wish I Were,
Ed Record Catalog.

World of Work Series,
S.R.A.

Government Publication

What It's Like To Be
An F.B.I. Agent

Information Concerning
The Position of Specia
Agent In The Federal
Bureau of Investigatio

Jobs For Women In The
F.B.I.

Information Concerning
The Clerical and
Clerical-Skilled
Oriented Position In
The Federal Bureau
Of Investigation
United States Department of Justice

How To Become A
Fingerprint Identification Examiner
With The F.B.I.

F.B.I. Career
Opportunities

99 Facts About The F.B
Questions and Answers

Know Your...F.B.I.
Federal Bureau of Investigation, United State Department of Justice

The Story of The Federal Bureau of Investigation*

SRA Occupational Briefs:

385	Criminologists
274	Detectives
55	F.B.I. Agents
297	Guards, Watchmen, and Alarm System Workers
9	Lawyers
300	Legal Secretaries
54	Police
107	Policewomen
252	Typists

*All government publications are in the Demonstration Center of the Lincoln County Board of Education

ED 059390

Volume V of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

VT014732
Part 5 of 7

December 31, 1971

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EDUCATION & WELFARE
OFFICE OF EDUCATION
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LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

I. Synopsis

II. General Objectives

III. Behavioral Objectives

IV. Teaching Strategies

V. Resource Materials

VI. Correlation of Subjects Taught

VII. Evaluation

VIII. Random Sampling

XI. Appendices

- A. Field Trip Information
- B. Suggested Field Trip
- C. Suggested Parental Letter
- D. Resource Bibliography
- E. Teaching Units

A Suggested Resource Unit
for
Level Five
Career Awareness
Synopsis

The 5th level of career awareness is further investigation and interpretation of the work of family members as related to various occupations on the national scale.

Further development of positive attitudes and values which are appropriate to both personal growth and career choice should be encouraged, building on insights gained in preceding levels. Experiences should be expanded so that the awareness of occupational areas and occupational goals is enhanced. Instructional methods should build upon student interest, and the mental maturation of each student. These activities, due to fact that they focus on a national level should involve a larger scope and sequence than in the preceding grade levels.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.

4. To present to students a realistic view of the world of work and encourage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To examine major industries and services within the United States as they relate to different geographic regions.
2. To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.
3. To analyze the structure of the monetary system.
4. To illustrate the many different types of skills and careers used through the multi-media of communication.

Teaching Strategies

The sixth level of the middle school should involve students in a wider scope of magnitude of learning experiences. The students' occupational study should begin to assume a national focus. From past learning experiences on the home, community, and state levels, the student should become familiar with the vocational elements that influence the interdependence of the economy, growth and well being of the entire nation.

I. The students in the middle school can become more involved in a project of greater magnitude by studying some type of business as it is performed on a national scale. Using a sequential learning approach, teaching strategies should help students to plot the geographic importance of the occupational patterns of the nation.

Teachers and counselors can help students find rewarding learning experiences in the richly varied and immensely challenging occupational world. There are many especially effective ways of implementing learning experiences through the utilization of a broad spectrum of occupational concepts.

The Kuder Preference Record names ten major interest areas. They are: Outdoor, Mechanical, Computational, Scientific, Persuasive, Artistic, Literary, Musical, Social Service, and Clerical.

II. Interviewing is a good technique for students to gain information about certain job occupations. Students should be instructed by the teacher or counselor in the correct interviewing techniques, so that they not only obtain the desired information, but also so they do not waste the time of the person being interviewed.

When an interview program is being set up, the community can be surveyed through the yellow pages of the telephone directory so the appropriate resource persons for particular types of interviews can be arranged. This will insure correlation with the unit of work being undertaken by the students.

One of the best ways to prepare students for interviewing techniques is through role playing. The interviewer gets not only an idea of the types of questions he will ask and the kind of responses that he may receive, but also the student will get or obtain the feeling of how an actual interview should take place.

When the interviewing is being done by the fifth level of students, they should be able to understand the reasons a worker might oversell or undersell his field or occupation.

Teachers should make students aware that misinformation may result from an interview. The resource person or the interviewee may misunderstand the question, or he may not have the competency to answer the question correctly.

III. The various regions of the United States can be used effectively as an organizational pattern for an in-depth study of the major occupations as they relate to the inter-dependence of the national economy. The in-depth study will probably need to be done more intensively than previous career awareness units students have done before due to its greater scope and magnitude, and because it will reinforce previous learning experiences done on a lesser scale.

There are many activities that can be incorporated into the units to create more interest and to make the learning experiences more varied.

Note: This is only a suggested list. Many more ideas or practical applications to the topic being undertaken by the students may be more meaningful to them. Only the classroom teacher can determine the right activity to use.

The suggested list is as follows:

1. Collect poems written about cities within the United States.
2. Collect poems written about geographic areas within the United States.
3. Collect and display pictures of state and national parks.
4. Write letters for information from chambers of commerce or from the different state capitols.
5. Make temperature charts for various areas or regions of the country.

6. Make an alphabet story for the unit.
7. Prepare different types of exhibits.
8. Watch newspapers and magazines for pictures, advertisements, or articles that could be correlated with the unit being studied.

V. The students should be able to master such skills as being able to locate important information concerning the topics being studied, learning to summarize materials, making comparisons, interpreting visual aids, and being able to present interesting and worthwhile reports.

VI. Group presentation of all materials gathered from the previous studies concerning career awareness.

1. Producing articles for newspaper
2. Written reports
3. Oral reports
4. Speeches
5. Plays
6. Panel discussions
7. Quiz programs
8. Dramas
9. Assemblies
10. Role playing

Note: This is only a suggested list for presentation of your in-depth study to the entire class or student body. However, the creative teacher may use other ways of creating individual highlights to culminate the in-depth proposals.

VII. Plan field trips which will focus on different geographic features. These should be planned with a foreward look to those businesses or companies that are especially known for interstate commerce that deals basically with other regions or areas of the United States.

Note: Consult with the staff to avoid repetition of previous trips, there-by producing continuity in the overall career awareness program.

VIII. Appropriate films, filmstrips, slides, or movies should be used to show the different phases of careers outside the state.

A. Films should be shown that have a relationship to the interests of the class.

B. Follow up the study after each film with a focus on those aspects of career awareness of special interest to the students.

C. Students should be encouraged to do individual interest areas of career and occupational awareness.

Resource Materials

1. Films
2. Records
3. Books
4. Magazines
5. Maps

6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Filmstrips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career files
19. Job application
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests as Evaluation Units
25. Slide projector
26. Overhead projector
27. Tape recorder
28. Film projector
29. Opaque Projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards
37. etc.

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of other jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of Career Awareness. The Language Arts Program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, records, poems, visiting personnel, tapes, career book lists, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain Valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities.
   A. Materials brought to class
   B. Participation in role playing
   C. Oral questioning of students
   D. Participation in group discussions
3. Responsibilities
   A. Responsibilities students had when school started.
   B. Responsibilities students now perform at the closing of school.
   C. Occupations that students now can observe.
   D. Occupations that students now can perform.
   E. Pre and post testing.

Random Sampling of Occupations Which Could Be Studied In Level Five

1. Accountants
2. Actors
3. Actress
4. Administrator
5. Agronomist
6. Airplane Pilot
7. Anesthesist
8. Announcer
9. Anthropologist
10. Archaeologist
11. Artist
12. Assembler
13. Attorney
14. Baker
15. Bank Clerk
16. Barber
17. Beauty Operator
18. Bellhop
19. Blacksmith
20. Boiler Maker
21. Bookkeeper
22. Book Editor
23. Bricklayer
24. Broker
25. Bus Driver
26. Butcher
27. Buyers
28. Carpenter
29. Cartoonist
30. Caseworker
31. Cattleman
32. Chef
33. City Manager
34. Composer
35. Counselor
36. Court Reporter
37. Credit Collector
38. Detective
39. Delivery Salesman
40. Demonstrator
41. Dental Assistant
42. Die Maker
43. Display Worker
44. Diver
45. Draftsman
46. Druggist
47. Dry Cleaning Worker
48. Electrician
49. Electroplater
50. Embalmer
51. Engineer
52. Farmer
53. Fisherman
54. Florist
55. Geologist
56. Glazier
57. Guard
58. Hotel Clerk
59. Household Worker
60. Inspector
61. Instructor
62. Interpreter
63. Janitor
64. Jeweler
65. Laborer
66. Lather
67. Lawyer
68. Lineman
69. Mail Carrier
70. Meat Cutter
71. Mechanic
72. Merchant Seaman
73. Miner
74. Millwright
75. Model
76. Musician
77. Nurse
78. Oceanographer
79. Orderly
80. Painter
81. Parking Attendant
82. Pattern Maker
83. Policeman
84. Policewoman
85. Postal Clerk
86. Programmer
87. Proofreader
88. Repairman

89. Reporter
90. Restaurant Manager
91. Salesman
92. Scientist
93. Shoe Repairman
94. Singer
95. Stevedore
96. Tailor
97. Teacher
98. Teletypist
99. Travel Agent
100. Truck Driver
101. Typists
102. Veterinarian
103. Waiter
104. Waitresses
105. Welder
106. Watchman
107. X-Ray Technician
108. Zoologist

APPENDICES

Appendices

A. Field Trip

B. Suggested Parental Letter

C. Resource Bibliography

D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
    a. Home
    b. School
    c. Neighborhood
    d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the inter-dependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have
3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion
2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers

3. Safety precautions should be discussed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

The following are suggested places to visit in incorporating new awareness of career occupations within the surrounding areas which relates to the state.

1. WSAZ Television--Channel 3--Huntington Studioes
2. WCHS Television--Channel 8--Charleston Studioes
3. WHTN Television--Cnannel 13--Huntington Studioes
4. West Virginia Arts and Crafts Fair--Ripley
5. Sunrise Gallery--Charleston
6. State Capitol Museum--Charleston
7. Stone Ground Meal Factory--St. Albans
8. Hamlin Floral--Hamlin
9. Chauncy's Greenhouse--Milton
10. Alum Creek Floral--Alum Creek
11. Building projects in the area
12. West Virginia Artists and Craftsman Guild--Huntington
13. Lincoln National Bank--Hamlin
14. First National Bank--West Hamlin
15. Huntington Galleries--Huntington

SUGGESTED LETTER TO PARENTS

Dear Mr.____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in _________________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?____________________________
____

2. What are some of your duties?____________________
____

3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?
____
____

4. Would a field trip to your place of employment be beneficial at this grade level?____________________
____

5. Would you serve as a field trip aide when we take field trips?__________________________________

6. Would you share as a classroom consultant in relating skills and occupations you use?

yes   no

Sincerely

____

Resource Bibliography

Level Five

Career Awareness

Exemplary Project

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Filmstrips

The Banker (96G)	Eyegate
The Nature of Money (U17001)	Eyegate
Services of a Bank (U17002)	Eyegate
The Checking Account (U17003)	Eyegate
Travels of a Check (U17004)	Eyegate
Bank Balance (U17005)	Eyegate
Federal Reserve System (U17006)	Eyegate
The Story of Communication	Eyegate
Transportation and Communication	Eyegate
Pioneer Community	Coronet
Maple Sugaring	

Filmloops

The Blacksmith--Coronet, 1971. Super 8, Color. Grades 4-12.

Wool into Clothing--Coronet, 1971. Super 8, Color.
Grades 4-12.

Slides

Appalachian Crafts---Lincoln County Opportunity Company
Office of Economic Opportunity
Lincoln County Court House
Hamlin, West Virginia 25523

Film

Heart and Hands------West Virginia Department of Commerce
Arts and Crafts Section
West Virginia State Capitol
Charleston, West Virginia 25305

SRA Occupational Briefs

46	Bank Officers
11	Bank Workers
16	Bookkeeping Machine Operators
12	Cashiers
91	Credit Collectors
322	Data Processing Machine Operators
328	File Clerks
297	Grards, Watchmen, and Alarm System Workers
276	Key Punch Operator
15	Messengers and Office Boys
154	Office Machine Servicemen
165	Securities Salesmen
252	Typists
62	Actors & Actresses
371	Advertising Account Executives
361	Advertising Copywriters
302	Broadcast Technicians
23	Carpenters
141	Cartoonists
35	Commercial and Industrial Photographers
24	Custom Tailors and Dressmakers
150	Dancers
25	Electricians
155	Electronic Technicians
142	Fashion Designers
329	Film Editor
257	Motion Picture Producers and Directors
279	Motion Picture Projectionists
295	Playwrights
280	Radio and Television Announcers
346	Radio-TV Service Technicians

347	Radio-TV Time Salesman
216	Reporters
399	Scriptwriters
19	Secretaries and Stenographers
309	Singers
296	Disk Jockeys
167	Models
20	Telephone Operators
81	Aerospace Industries Manufacturing Workers
121	Aluminum Industry Workers
82	Automobile Manufacturing Workers
42	Cattlemen
223	Cement Manufacturing Workers
83	Clothing Manufacturing Workers
45	Fur Farmers
26	Fur Industry Workers
163	Export and Import Workers
43	Dairy Farmers
49	Fishermen
124	Furniture Manufacturing Workers
173	Ice Cream Manufacturing Workers
224	Industrial Chemical Manufacturing Workers
176	Leather Manufacturing Workers
105	Lumbermen
53	Merchant Seamen
225	Paint, Varnish and Lacquer Industry Workers
129	Rubber Industry
108	Shoe Manufacturing Industry Workers
159	Textile Industry Workers

Teaching Units

I. Individuality of Our Economic America

II. Wonderful World As Seen Through Television

III. Crafts of Appalachia

IV. Wonderful World of Money

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it it by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

INDIVIDUALITY OF OUR ECONOMIC AMERICA

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Individuality of our Economic America

Behavioral Objective: To examine major industries and services within the United States as they relate to different geographic regions.

Procedures	Student Activity	Notes & Resources
Initiate indepth project.	Students should become involved in an indepth project.	This indepth project should be on some phase or facet of an industry or business as performed within our nation or as it relates to the economic growth of the country.
The teacher suggests developing student scrapbooks.	Students make a scrapbook about their indepth project.	This could be done by using pictures from magazines, from literature secured from businesses and industries, or from old encyclopedias, and other books.
Creation of a scale model.	Students make a scale model of their indepth project, showing its interrelationships to other forms	This could be correlated with math class. Occupations that could be stressed are designer and

	of economic growth and development.	engineer, as well as architecture.
Class presentation of scale models.	Each student displays his scale model to the other members of the class explaining the operational functions of the models components.	This could be correlated with English class.
Use sequence of transparencies to point out major geographic areas.	Students should be able to comprehend the vastness of their in-depth project in terms of local, state and national interrelationships.	As the students point out these relationships, some kind of symbol should be used by each student to insure that the points made by various students can be differentiated
Students should write thank-you note to the bank in which they toured.	Select student committee to write class thank-you note.	Correlate this activity with English and with secretarial occupations.

Hold class interviews.	Invite people to come to the class and talk.	These people should be those who primarily make a living working for a concern which does interstate business. This could be someone who works in an industry such as the railroad, drives a tractor trailor truck, or other interstate type of activity.
Hold class discussion.	Allow plenty of time for class discussion of the person who visits the class, and his comments.	This class discussion will allow students to ask question that are relevant to some particular aspect of their in-depth study or to branch out into other areas of interest.

Make films or filmstrips available to students.	These could be shown as they relate to areas of individual study.	By showing audio-visual aids, the students will be more able to form concrete ideas about the world of work.
Initiate class discussion.	Free discussion concerning any audio-visual aid that is shown in class.	This will enable the students to develop a deeper preception of the meaning of the world of work. It will also make their indepth project more meaningful.
Discuss labor problems.	Discussion of overall labor problems as they relate to each individual's indepth project.	Many types of labor could be incorporated into this area. The students should be able to relate how the labor market in one section of the country affects another section.

Focus on seasonal employment.	Students discuss how seasonal employment affects the indepth project that they are working on.	This would be a particularly relevant factor to bring out if someone is working on an indepth project concerning agriculture or the construction industry.
Plan and take students on a field trip.	The field trip should be to an industry dealing heavily in interstate business.	This field trip should be planned with a foreward look to those businesses or companies that are especially known for interstat commerce dealing basically with othe regions or areas of the United States. Four suggested places are: Union Carbide & Carbon, South Charleston, W. Va. International Nicke Company, Huntington W. Va.

		American Car & Foundary, Huntington, W. Va. Suco-Holland Industry, Huntington, W. Va.
Class discussion of field trip.	Class discussion focuses on the types of occupations and different kinds of workers seen on the field trip.	Students may be able to correlate these with their indepth project.
Students make geographical plots of different services performed by the occupation covered by indepth studies using maps and atlases.	As the students do research on their own indepth project, they will become familiar with other major types of occupations as related to the different areas of the United States.	Correlate this activity with social studies. Areas to do indepth study in are as follows: 1. North East a. fishing b. tourism 2. Middle Atlantic a. manufacturing b. farming 3. South East a. citrus b. flowers c. tourism d. farming 4. New England a. fishing b. clothing c. tourism 5. Appalachian a. mining b. glass c. chemical

6. Mid West
    a. manufacturin
    b. farming

7. South West
    a. ranching
    b. oil
    c. industry
    d. rice

8. Rocky Mountain
    a. mining
    b. skiing
    c. tourism
    d. timber

9. Pacific Coastal
    a. fishing
    b. lumber
    c. manufacturin
    d. airplane

10. Alaskan Plains
    a. gold
    b. oil
    c. lumber

11. Hawaiian Area
    a. pineapple
    b. orchids
    c. tourism

This is only a suggested list for each area of the United States.

There are many more things that can be added as the students become more familiar with work done on their indepth project.

		For each section of the United States that is mentioned and for each major industry that the students come up with there should be an extensive list made of the occupations that could be related to that industry.
Committee work.	Students select a committee to build audio-visual aids which will show various job opportunities as they relate to the individual indepth projects of each student.	Some of the following are suggested ways for audio-visual aids to be made. 1. bulletin boards 2. charts 3. graphs 4. newspaper article 5. yearbook 6. travel folder 7. mural 8. posters 9. advertisement of article 10. television script 11. want ads 12. games (simulation) 13. radio broadcast As the students do this work in the

preparation of audio visual aids the importance of class members being able to follow instructio and being able to work on their own should be stressed. Time schedule should be set so that the class members will know how long they have in preparing the audio-visual materials.

Some of the occupations that could be discussed as a result of the audio-visual aid creations are:

1. draftsman
2. advertising
3. account executi
4. aerospace engin
5. agronomist
6. announcer
7. artist
8. architect
9. cartoonists
10. book editor
11. oceanographer
12. attorney

		13. broadcasting technician 14. broker 15. demonstrator 16. fashion designe 17. industrial designer 18. interior design 19. scene designer 20. economist 21. historian 22. hotel manager 23. marina worker 24. mechanical engineer 25. model 26. mining engineer 27. merchant seamen 28. lithographer 29. photoengraver 30. printing pressm 31. longshoremen 32. stevedore 33. millwright 34. nuclear enginee 35. personnel worke 36. receptionists 37. switchboard operators 38. reporters 39. scriptwriter 40. secretary 41. tailor 42. lumbermen 43. veterinarian 44. traffic manager 45. etc.
Industrial brochures.	Students make brochures concerning their indepth project.	The brochures would contain some of the overall characteristics of the different types of occupations as they relate to the indepth project.

		Other topics that should be included in the brochure are:
		1. abilities
		2. education
		3. physical skills
		    a. running
		    b. jumping
		    c. walking
		    d. seeing
		    e. hearing
		    f. tasting
		    g. throwing
		    h. handling
		    i. etc.
		4. working condition
		    a. inside
		    b. outside
		    c. pleasant
		    d. unpleasant
		    e. dangerous
		    f. etc.
		5. climatic factors
		    a. hot climate
		    b. wet climate
		    c. cold climate
		    d. dry climate
		    e. etc.
		6. salary
		7. opportunities for advancement
		8. etc.

The individual reports should contain the information that is mentioned in the notes and resorces.	These should be broad in nature but the reports should contain some of the specific information contained in the notes	Specific informatio in the reports should include the following 1. name of the industry 2. where it is locat

	and resources.	3. relief map with places marked off 4. raw materials use 5. places where the raw materials come from 6. these places marked off on a relief map 7. where are the products sent 8. how the products are sent 9. how many workers are in the industry 10. job titles for some of the workers 11. describe a typical day for the workers 12. overall interdependence of the industry to the welfare of people in general
Class discussion.	Class discussion of each report.	This way everyone in the class will have a broader overview of the concept of work as it relates to career awareness on a national basis.

Role playing.	As a culminating high light every student could role play some facet of his own in-depth project.	This is one way in which to make learning more lasting, although other ways of highlighting a learning experience are just as effective Due to the wide variety of topics and student interest it would be impossibl to list all of the available resources that could be utilized in this type of project. Indepth projects could be done in the following areas: 1. chemical industry 2. lumber industry 3. transportation industry 4. automobile industry 5. airplane industry 6. space industry 7. electrical industry 8. steel industry 9. textile industry 10. television industry

11. furniture industry
12. movie industry
13. ranching
14. farming
    a. tobacco
    b. cotton
    c. dairy
    d. grain
    e. fruit
    f. vegetables
15. mining
16. recreation
17. drug industry
18. fishing industry
19. photographic industry
20. petroleum industry
21. meat industry
22. ship building
23. quarrying industry
24. etc.

Resources

Encyclopedias

Information from West Virginia Department of Labor

Information from Employment Security Office

Writing different companies that the students want to do an indepth project on for information

Demonstration Center

Films on different topics.

Filmstrips on different topics and areas.

Slides and tapes on different topics and areas.

Magazine articles on different topics and areas.

All of these may be checked out by the teacher.

SRC Occupational Briefs

81	Aerospace Industries Manufacturing Workers
121	Aluminum Industry Workers
82	Automobile Manufacturing Workers
42	Cattlemen
223	Cement Manufacturing Workers
83	Clothing Manufacturing Workers
45	Fur Farmers
26	Fur Industry Workers
163	Export and Import Workers
43	Dairy Farmers
49	Fishermen
124	Furniture Manufacturing Workers
173	Ice Cream Manufacturing Workers
224	Industrial Chemical Manufacturing Workers

176 Leather Manufacturing Workers

105 Lumbermen

53 Merchant Seamen

225 Paint, Varnish and Lacquer Industry Workers

129 Rubber Industry

108 Shoe Manufacturing Industry Workers

159 Textile Industry Workers

Books:

Buchheimer, Naomi. Let's Go To The Telephone Company. Putnam, 1958.

Compton, Grant. What Does A Veterinarian Do? Dodd, Meade & Company, 1964.

De Camp, L. Sprague. Energy And Power. Golden Press, 1962.

Dobrin, Norma. About Foresters. Melmont, 1962.

Goodspeed, J. M. Let's Meet The Chemist. Harvey House, 1966.

Green, Erma. Let's Go To A Steel Mill. Putnam, 1961.

Hyde, Wayne. What Does A Cowboy Do? Dodd, Mead & Company, 1963.

Landin, Les. About Cowboys Around The World. Melmont, 1963.

Neal, Harry Edward. Engineers Unlimited. Messner, 1964.

Webb, Robert. Magic of Steel and Oil. Grosset & Dunlap, 1965.

Wells, Robert. What Does An Astronaut Do? Dodd, Mead & Company, 1961.

Sootin, Laura. Let's Go To A Farm. Putnam, 1958.

Sootin, Laura. Let's Go To An Airport. Putnam, 1957.

Spencer, Lila. Exciting Careers For Home Economists. Messner, 1967.

LINCOLN COUNTY EXEMPLARY PROGRAM

IN

VOCATIONAL EDUCATION

Elementary School Project

for

Level Five

WONDERFUL WORLD AS SEEN THROUGH TELEVISION

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Wonderful World As Seen Through Television .

Behavioral Objective: To illustrate the many different types of skills and careers used through the multi-media of communication.

Procedure	Student Activity	Notes & Resources
Ask students what is on television tonight.	From their responses ask them to watch a program and to be able to discuss it in class tomorrow.	This should be all of the stimulus neede to initiate the study of this unit.
Discuss the different aspects of the television shows that the students watched.	Students could tell what parts of the show that appealed to them and what parts that did not appeal to them as an audience. a. Comedy b. Drama c. Musical d. Commercials	
	Students will observe different skills used as they tour the television station.	

Discuss the field trip.	Students could tell the many different things that they observed during the trip. a. classroom discussion b. oral reports	
Students could collect pictures from magazines concerning the world of television.	These could be used as a focal point for classroom discussion as to the different types of occupations that could be associated with the television industry.	*Life*, *Look*, *T.V. Guide*, or any magazine that would have pictures or articles related to the industry.
Careers associated with the industry.	Students list careers that would be associated with the industry.	Many careers would be listed that the students observed during the field trip. Career information could be found in different encyclopedias. Careers could also be named from students watching television at home.

This is a listening of careers that the students should eventually come up with.

1. Producer
2. Sports Announcer
3. Camerman
4. Technical Director
5. Audio Engineer
6. Scriptwriter
7. Lighting Engineer
8. Chief Engineer
9. Film Editor
10. Program Director
11. Station Manager
12. Music Director
13. News Director
14. Newscaster
15. Newswriter
16. Education Director
17. Public Affairs Director
18. Disk Jockey

19. Master of Ceremonies
20. Stage Manager
21. Floorman
22. Scenic Designer
23. Sound Effect Technician
24. Broadcast Technician
25. Development Engineer
26. Make-up Technician
27. Installer
28. Television Salesman
29. Television Repairman
30. Script Writer
31. Time Salesman
32. Commericial Layout Tech.
33. Business Management
34. Accountants
35. Typists
36. Stenographers
37. Clerks
38. Messengers
39. Ticket Manager
40. Schedule Manager

		41. Meterologist 42. Choreographer
Discuss requirements for each occupations as it is related to the industry.	Students could select different occupations within the television industry to do an expanded study. This should include the educational requirements, employment salary scale, and range of employment as it relates to career awareness.	This information could be gathered from a number of sources including encyclopedias, FCC pamphlets, and talking with different personel during the field trip.
Role playing	Students role play different occupations that they have done extended research on explaining to class members the various requirements of their occupations and skills needed to perform effectively in the occupational world.	

Who Am I Game	After the oral reports have been given, students could guess Who Am I from the different occupations.	
Increase student vocabulary from the field trip and an in-depth study of the different types of occupations.	Students should have a workable knowledge of an expanded vocabulary. They could use these words in proper form both orally and written.	Suggested list of vocabulary words 1. air waves 2. quiz 3. panel 4. ham 5. drama 6. variety 7. comedian 8. comedy 9. advertiser 10. sponsor 11. transmit 12. credits 13. time segment 14. spot 15. air 16. mystery 17. musical 18. free lance 19. air frequencies 20. advertisment

21. cue cards
22. grip
23. boobtube
24. UHF
25. VHF
26. FCC
27. receiver
28. network
29. affiliate station
30. projector
31. microphone
32. jack
33. broadcast
34. soap opera
35. documentary
36. boom
37. commercial
38. color
39. interruption
40. special
41. mike
42. job titles
43. sports special
44. parade
45. interference
46. on air
47. weather
48. directional antenna

		49. Prime time and many more words or terms that can be incorporated into this unit of work.
Commercials	Students can write and act out their own commercials for the production.	Let the students make or use their own materials as this would encourage creativity an could be correlated with art, music and English.
Make a mock television.	Paint the television set leaving an opening for the screen. Let each student perform his commercial as he would be seen on television. e.g. use large carton	This could also be video-taped for later playback to the students. (Use video tape equipment from Lincoln County Demonstration Center)
Newscast.	Let students work in a group to perform a newscast.	This could be up to minute news gained from

	Should include the following: 1. International News 2. National News 3. State News 4. Local News 5. Commercials 6. Weather 7. Sports	readings of local or state happenings, or it could be a historical newscast based on some event or happening that the students are studying in another area. e.g. 1776
After a trial run of the newscast, the teacher would have it video-taped and played back to the students.	Have different students do different parts of the newscast.	Different students should be responsible for different aspects of the newscast. e.g. time segments, types of news, areas of sports, commercials.
Ask someone knowledgeable in the field to visit the classroom and talk to the students about the television industry and all of it's phases as possible occupational fields.	Free discussion of various aspects of producing a program.	This could be a person from Marshall University (WMUL-TV) or from a local station.

Classroom discussion of visit.	This discussion could lead into broader learning activities such as producing a television program.	
Create and portray a television program.	This program should include all the students within the classroom.	The type of program which the students want to presen should be left to the classroom teache and to the students. It is an unlimited field and nly the imagination is the limit.
Different TV roles could be assumed by various students within the groups.	Students perform different roles as they prepare for their experience. e.g. station manager, announcer, program director, news director, sports director, meteorologist, business manager, film editor	

Correlated activities that can be carried on within the classroom.		All of these activities should be done within the classroom. Ample time should be given to prepare and plan for the activity.
Group work.	Students work in different groups preparing for the activity, using different occupational skills which would be encountered in the communications industry.	This should be the cumulative highlight of this unit.
Suggested types of activities.	Television Variety Show. e.g. This is only a suggested topic.	Included within the program: Skits done by students which could be related to art, music, geography, math, history, and English with costumes being made by the students (Home Economics)

Commericals done by students could be related to the various subject matter courses in which they are takin

Newscasts could be related to the different subject matter courses especi current events.

spot commericals or advertising in-which prime time rate cost should be figured should be correlated with math.

Students should fig the cost of producing the show or activity.

Weather reports should be done by using maps to illustrate geographic areas Students should make make their own maps which could be correlated with social stud and art.

Students plan for music to highlight the program. Such as coming on and going off the air. e. g. Walt Disney Productions uses the NUTCRACKER SUITE by Tschaikowsky. (Many other examples could be used.)

Students design the set using scenr and props which they have made in class.

Advertising shoul be done by the stud informing other students when the production is goin to take place. e.g. This could b done in the form of posters on the large bulletin

		board, handouts or announcement on the school intercommunication system with the students doing the announcing.
Trial run of the show.	Students should go through some trail runs of their show so that they can work out any problems that they may encounter.	The show should be run precisely on a time basis as if it were on actual television.
Plan to video-tape student prodaction.	Video-tape the production and play back to the students so that they see themselves as others do when watching television in realistic situations.	
Performances	May do a performance for a P.T.A. meeting.	This would let parents and other supporters of the school system see

		types of learning activities that go on within the classroom.
	Performance for other students.	This could be done with the cooperation of the elementary principal and other teachers who may be involved within the elementary school.
Token admission.	Small admission fee could be required for the priveledge of attending the show. Sell tickets in advance, and have the seating for the audience organized prior to the performance time.	The selling of tickets in advance and having the seating charts plotted before each performance could involve the students in several math-oriented projects.

Discuss the use of the proceeds from the show.	Students could give proceeds to a worthy cause.	Suggest that they give the proceeds to a worthy cause such as the Heart Fund or The Cancer Society, or if near a holiday the students can elect to fix a fruit basket and give it to someone who is sick or to someone who is needy in the community. This could be correlated into the social studies curriculum.
Conduct a review of the unit.	Review could be either oral or in the form of written reports.	Correlate with other subjects.

Books

Buchheimer, Naomi. *Let's Go to a Television Station.* Putnam, 1958.

Gordon, George N. and Irving A. Falk. *On the Spot Reporting* Messner, 1967.

Gordon, George N. and Irving A. Falk. *Your Career in TV and Radio.* Messner, 1967.

Hirschfield, Burt. *Your Career in Theatre.* Messner, 1963.

Mergendahl, T.E. and Sheldon Ramsdell. *What Does A Photographer Do?.* Dodd, Mead, & Company, 1965.

Parker, Bertha Morris. *Ask the Weatherman.* Row, Peterson & Compan 1960.

Simpson, Willma W. *About News and How It Travels.* Melmont, 1961.

Wilkindon, Ned and Jean. *Come to Work with Us in a TV Station.* Sextant, 1970.

Wolfe, Louis. *Let's Go to the Weather Station.* Putnam, 196

(cont.)

Filmstrips

Eyegate
The Story of
Communication

McGraw Hill Company
Transportation and
Communication

Resource Materials

Peabody Kit contains
walkie talkies

Careers in Television
National Association
of Broadcasters
1813 K Street N.W.
Washington, D.C. 2000

Electronics and
Electronic Materials
Allied Radio Corp.
100 N. Western Ave.
Chicago, Ill. 60680

Occupational Outlook
Handbook
United States Bureau
of Labor
pp. 665-674

SRA Occupational Briefs

62 Actors & Actress
371 Advertising
    Account Executive
361 Advertising
Copywriters
302 Broadcast Technicians
23 Carpenters
141 Cartoonists
35 Commercial and
    Industrial Photographers

24 Custom Tailors and Dressmakers
150 Dancers
25 Electricians
155 Electronic Technicians
142 Fashion Designers
329 Film Editor
257 Motion Picture Producers and Directors
279 Motion Picture Projectionists
295 Playwrights
280 Radio and Television Announcer
346 Radio-TV Service Technicia
347 Radio-TV Time Salesman
216 Reporters
399 Scriptwriters
19 Secretaries and Stenographers
309 Singers
296 Disk Jockeys
167 Models
20 Telephone Operators

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

CRAFTS OF APPALACHIA

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: Crafts of Appalachia

Behavioral Objective: To recognize a pursuit of excellence in the arts and the preservation of our cultural heritage as it relates to Appalachia.

Procedures	Student Activity	Notes and Resources
Discuss the question, "What is a craft?"	This should be answered by class discussion.	Answers will vary but it should eventually produce an answer of "something that is made by hand."
Discuss how many students can perform some type of craft.	Answered by class discussion.	Answers will vary.
Discuss the importance of crafts.	Answered by class discussion.	Answers will vary, but economics and a heritage of the past should be emphasized.
Do they know any one in the community that is noted for their craftsmanship?	The response to this item will vary according to the community or school district.	Names of the people the students mention should be placed in a notebook for future reference as the unit develops further.

		e.g. Mrs. Jones--Qu Mrs. Smith--Ap butter Mr. Doe--Bask weaving
Plan for bulletin board displaying crafts of Appalachia.	Students could collect pictures from magazines to create the bulletin board.	Correlate this activity with art.
Write comments on bulletin board items.	Each picture that is placed on the bulletin board should have a written explanation included with it.	The explanation should cover how the article is prepared and the tools and ty of work involved in creating the article e.g. Quilting 1. material 2. thread 3. pattern 4. scissors 5. needle 6. thimble 7. lining 8. batting Occupations 1. designer 2. seamstress

		3. cutter 4. lay out perso 5. etc. Patch Work Skirt or Vest 1. material 2. thread 3. pattern 4. scissors 5. thimble 6. lining 7. buttons 8. etc. Occupations 1. designer 2. seamstress 3. stylist 4. model 5. etc.
Arrange for classroom visitation by a resource person.	Ask someone from the area to visit the class and explain their craft. Note: Suggest that the person bring some of	Allow for ample time for class questioning of the person.

	their work to the class and display it for the students.	
Suggest that the students plan a display of their crafts and arts.	The students could do this as a group or as an individual project.	Many items of Appalachia could be demonstrated here. This would be an excellent way to stimulate interest in the many crafts of Appalachia.
Plan a field trip.	Field trip to a pla place in which craft work is being done.	Coordinate the trip through the Lincoln Co. Opportun Company Lincoln Co. Court Ho Hamlin, West Virgini Telephone 824-3448
Have students write thank you notes.	Students write thank you notes to the places that they visited.	Correlate this with English. Occupations to be discussed are writing, creative expression, etc.
Class discussion.	Free discussion of the activities that	As the students discuss the many

	were observed during the field trip.	things they say during the field trip, bring out the different types of occupations that went into the devel opment of each article.
Map work. Concentrations on Appalachia.	Students could mark on a blank map the Appalachian States as recognized by the federal government.	This activity would reveal to the students that their own state is in the heart of the Appalachian region and thus create an awareness of pride and prestige in the craft articles that are made by hand in Appalachia. Correlate this activit with Social Studies and Art. Occupations to be stressed are as follows: 1. Designer 2. Painter

		3. Engineer 4. Engraver 5. etc.
Class Research.	Research on the different craft items that have been handed down through several different generations of people.	This could be either done as a group project or on an individual basis. Correlate this with English and Social Studies.
Oral Reports.	Students give oral reports as a result of their research.	Correlate this with English.
	There are many crafts of West Virginia or Appalachia that cna be discussed within this unit. Perhaps many examples of them can be brought to class for demonstration.	This activity should be exploratory in nature with the students being urged to participate fully with hands on experience.
Teacher could initiate the students to start their own Arts and Craft Development Project in class.	The students could make art and craft products of their own choice, basen on individual compentencies.	Random sampling of the crafts that the students could produce on their own are:

1. lapidary
2. wagon replicas
3. wood turnings
4. woodcraft
5. hand-modeled ceramics
6. primitive art
7. woodcarving
8. pyrography
9. liturgical sculpture
10. quilts
11. stuffed toys
12. weaving
13. primitive portraits
14. knitting
15. basket making
16. dulcimers
17. needlework
18. rugs (weaved, tacked)
19. wall hangings of cloth
20. hammered pewter
21. cutlery
22. traditional sewing

23. stone ground meal
24. stoneware pottery
25. cane seating
26. pottery
27. birdhouses
28. dried apple dolls
29. applebutter
30. coal figurines
31. coal jewelry
32. oil painting
33. string sculpture
34. hammered dulcimers
35. mountain toys
36. nature plaques
37. china dolls
38. porcelain doll
39. creative stitc
40. enameling
41. pewter spinnin
42. white oak baskets
43. Raggedy Ann do
44. potpourri
45. wheel thrown pottery
46. wire jewelry

47. hand cut coin jewelry
48. wood Christmas tree ornaments
49. corn shuck doll
50. corn shuck flow
51. spinning
52. relief wood carving
53. fly typing & lure making
54. vegetable dying
55. antique flowers
56. toleware
57. embroidery
58. jewelry boxes
59. leather work
60. pine cone wreat
61. black smithing
62. stained glass
63. stuffed animals
64. candle making
65. wind chimes
66. upholstering
67. beadwork
68. crocheting
69. rug weaving
70. crocheted afgha
71. dress making
72. molasses making

		73. maple sugaring 74. etc.
Set up student Cooperative	Students study a model Arts & Crafts marketing organization (using Lincoln County Opportunity Company as a resource) and then develop their own class or school Art and Craft organization to market their products. Products could be displayed and sold at P. T. A. meetings, school carnivals or communtiy meetings--occupational elements in this project would deal with the production, business marketing, administrative and financial aspects of occupations. Note: Exemplary Project Co-ordinators and Lincoln County O.E.O. personnel can be	

	utilized to help design and set up the model craft organizational structure.	
Discuss usé of native materials in Appalachian arts and crafts.	Discuss the fact that many of the items are made from native materials which are plentiful in the Applachian area.	Random sample of the native material: could be the follow 1. corn husk flowe 2. coal jewerly 3. relief wood car 4. wood Christmas tree ornaments 5. clay pottery 6. wood carving 7. bird woodcarvin 8. white oak baske 9. seat weaving 10. etc.
Many occupations can be stressed during the craft demonstration or research reports.	Many of these crafts would have overlapping occupations but several of them should be stressed.	Random sampling occupations to be stressed are: 1. designer 2. seamstress 3. artist 4. painter 5. wood lath man

6. sculptor both in metals, cla and wood.
7. carver
8. potter
9. weaver
10. spinner
11. florist
12. blacksmith
13. coppersmith
14. musician
15. carpenter
16. planer (lumbe
17. farmer
18. salesman
19. upholsterer
20. knitter
21. skilled labor
22. lay out perso
23. display worke
24. draftsman
25. dressmakers
26. mechanic
27. interior deco
28. jewelers
29. laborer
30. machine tool operator

32. engraving
33. pattermakers
34. sheet-metal worke
35. tailor
36. welder
37. bookkeeper
38. typist
39. manager
40. co-op
41. delivery man
42. unskilled labor
43. etc.

Crafts of Appalachi are many and varied. They may be classified into different catagor and into many differen occupations. Yet, the are basically products which are made by hand using methods and tool which have been handed down from past generations. It is up to students to become awa

understand how the
heritage of the pa
links up with the
present and future
having a workable
knowledge of the o
cupations of the c
of yesteryear.

Resources

Books

Alkema, Chester Ja
Masks. Sterling, 1

Ficarotta, Phyliss
Sewing Without a
Pattern. Sterling,

Birkner, Heinrich.
Screen Printing.
Sterling, 1968.

Anderson, Mildred.
Paper Mache and Ho
Use It. Sterling,

Arvois, Edmond.
Making Mosaics. St
1969.

Di Valentin, Maria.
Practical Encyclop
of Crafts. Sterli
1970.

Frankel, Lillian a
Godfrey. Creating
From Scrap. Sterl
1962.

Fressard, M. J.
Creating With Burl
Sterling, 1970.

Fournier, Robert L.
Ceramic Creations.
Sterling, 1971.

Granit, Inga.
Cardboard Crafting.
Sterling, 1964.

Grol, Lini.
Scissorscraft. Sterli
1970.

Gruber, Elmar.
Metal and Wire Sculpt
Sterling, 1969.

Gruber, Elmar.
Nail Sculpture.
Sterling, 1968.

Hoppe, H. Whittling
And Wood Carving.
Sterling, 1969.

Howard, Sylvia W.
Tin Can Crafting.
Sterling, 1964.

Ickis, Marguerite.
Weaving As A Hobby.
Sterling, 1968.

Isenstein, Harold.
Creative Claywork.
Sterling, 1960.

Janvier, Jacqueline.
Felt Crafting. Sterli
1970.

La Croix, Grethe.
Creating With Beads.
Sterling, 1969.

Leavitt, Jerome E.
Carpentry For Children
Sterling, 1959.

Meriel-Bussy, Yoes.
The Embossing Repouss
of Metal. Sterling,
1970.

Pesch, Imelda Manalo
Macrame. (Creative
Knotting). Sterling,
1970.

Peterson, Grete.
Creative Leathercraf
Sterling, 1960.

Stein, Vivian.
Batik As A Hobby.
Sterling, 1969.

Strose, Susanne.
Candlemaking. Sterli
1968.

Strose, Susanne.
Coloring Papers.
Sterling, 1968.

Strose, Susanne.
Making Paper Flowers
Sterling, 1970.

Strose, Susanne.
Potato Printing.
Sterling, 1968.

Witzig, H. and G. E.
Kuhn. Making Dolls.
Sterling, 1969.

Wood, Paul W.
Stained Glass Crafti
Sterling, 1971.

Yates, Brock.
Plastic Foam for Art
And Crafts. Sterlin
1965.

Zechlin, Katharina.
Creative Enamelling
And Jewelry Making.
Sterling, 1965.

Fisher, Leonard E.
The Cabinetmakers.
Watts, 1966.

Fisher, Leonard E.
The Hatters. Watts, 196

Fisher, Leonard E.
The Limners. Watts, 196

Fisher, Leonard E.
The Papermakers. Watts, 1965.

Fisher, Leonard E.
The Printers. Watts, 196

Fisher, Leonard E.
The Potters. Watts, 196

Fisher, Leonard E.
The Schoolmasters. Watts 1967.

Fisher, Leonard E.
The Shoemakers. Watts, 1967.

Fisher, Leonard E.
The Silversmiths. Watt 1964.

Fisher, Leonard E.
The Tanner. Watts, 196

Fisher, Leonard E.
The Weavers. Watts, 19

Fisher, Leonard E.
The Wigmakers. Watts, 1965.

Music (Records)

Instrumental Music of the Southern Appalachia
Everest Records Production TLP1007

Filmstrip

Maple Sugaring----

Crafts----Coronet

Film Loops

Wool Into Clothing---
Coronet

The Blacksmith---
Coronet

Film

Heart and Hands
West Virginia
Department of Commerce
Arts and Crafts
Section, State Capitol
Charleston, W. Va. 25

Slides

Office Economic
Opportunity (Lincoln
County Opportunity Co.
Lincoln County Court
House
Hamlin, W. Va. 25523

Sponsoring Agencies for Crafts of Appalachia are:

West Virginia Department of Agriculture
State Capitol
Charleston, W. Va.
25305

West Virginia Department of Commerce
State Capitol
Charleston, W. Va.
25305

West Virginia Department of Education
State Capitol
Charleston, W. Va.
25305

West Virginia University Extension Service
State Capitol
Charleston, W. Va.
25305

West Virginia Department of Natural
Resources, State
Capitol, Charleston
W. Va. 25305

West Virginia Artist
and Craftsmen Guild
Appalachian Craftsmen, 724 4th Ave.
Huntington, W. Va.
25701

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Five

WONDERFUL WORLD OF MONEY

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Five

Title: **Wonderful World of Money**

Behavioral Objective: To analyze the structure of the monetary system.

Procedures	Student Activity	Notes & Resources
This unit could be started out with two simple questions. 1. How many of you students have some form of money on your person? 2. How many of you students have ever spent some form of money?	As the students raise their hands put the number down on the chalkboard. Same procedure for questions one and two.	Include all students within the class discussion.
Ask general question of entire class as to how many of them would like to know more about our monetary system.	Put student response on the board.	In fact, some students may wish to tell some ways in which they have earned money such as baby sitting, mowing lawns, delivering papers, and etc.

Divide class into groups. Group activities to focus on the overall aspects of our monetary system.	Groups could do the following: 1. History of money 2. Definition of money 3. Kinds of money 4. Substitutes for money 5. Value of money 6. Importance of banks	Encyclopedias
Panel discussions.	The groups could report their findings to the entire class using panel techniques.	Panel should be a free exchange of information and ideas with all students involved.
Functions money performs.	Class could be divided into four groups so that they could become active in pointing out different functions that money performs through role play situations.	Role play here would create an awareness of such different aspects of money use as buying and selling.
Give each student a certain amount of money.	Students use play money to simulate the activities and to make this a more meaningful learning experience.	Money Kit of play money.

Divide the class into four groups so that each group can represent one of the four major functions that money performs. The four groups should focus on money as:		Creativity and initiate is the key note if these four groups are to perform well.
1. Medium of exchange	This group could do activities such as trading or exchange of goods and services.	Correlate with social studies.
2. Standard of values	This group could do activities as understanding the total worth of an article in terms of their money's buying potential.	Correlate with math.
3. Storehouse of value	This group could be saving or keeping their articles or money for a time when it is needed.	Correlate this with social studies.

4. Standard of payment	This group could be the borrowers but would have to pay back what they borrow plus interest.	Correlate with math.
Focus on where our money comes from and how it is made.	Discuss the making of money at the United States Mint.	
Generate further interest in money by discussing numismatics, the study or collection of coins, paper, and other forms of money.	If any students in the class have a coin collection ask them to bring some or all of it to class and show it to the other students.	This could create interest in the different types of money that the United States uses today in comparison to yesterdays money. e.g. silver dollar barber dime trade dollar buffalo nickel two cent piece
Student research on different topics.	These topics should be related to the entire class. 1. National Bank (local) 2. State Bank	Use encyclopedias for source materials Visit local bank to obtain data.

	3. Federal Reserve System 4. Savings Banks 5. Trust Companies	
Students create display on large wall map.	Students could mark off the areas of the Federal Reserve System.	Correlate this with geography and history.
Students diagram flow of currency.	Students diagram how money travels from the United States Mint to a local bank.	This could be done through the use of maps, consisting of National, State, and local areas. This could be correlated with social studies.
Invite resource speaker such as the local banker to come to the class.	Students plan for the visit of the resource person.	
	Students plan questions that they want to ask the resource person during the discussion period that will follow the presentation.	Emphasis should be on the different types of occupations that the resource person spoke of while visiting the class.

Write up visitation.	Students write their impressions of the discussions and explanations of the resource person.	This activity could easily be correlated with English, using the theme approach. Occupations used could be many, but should stress writer, editor, literary critic, etc.
Plan field trip to a local bank.	Visit local bank. Students should be encouraged to visit its many different areas and departments and observe its various activities.	Bank departments which the students should visit and study are: loan department business department saving's department checking department secretarial bookkeepers cashiers tellers bank vault safety deposit boxe different types of business equipment forms for doing business guards safety devices etc.

Classroom discussion and analysis of the field trip.	Discussion should focus on the field trip and the many types of activities that the students saw and observed.	
Summary and analysis of field trip perceptions.	Students write down on the chalkboard all activities and different machines which were being used during their visit.	Correlate this with spelling.
Report writing.	Students could write a report relating their field trip experience.	Correlate this with English.
Plan and carry out simulated banking activities.	Student activities could be some of the following: 1. writing checks 2. filling out deposit slips 3. savings slip 4. savings account passbook 5. figuring interest on savings a. daily b. monthly c. quarterly d. yearly	Many of these materials (check books, deposit slip can be obtained from any local bank All of the banking activities can be correlated with math.

	6. compound interest on savings accounts	
Discuss reasons people borrow money. Fill out loan payment books.	7. loaning money for personal reasons 8. forms of collateral 9. payment book a. car payment b. house payment c. television payment	Importance of credit rating should be interwoven into this area.
Emphasize necessity of keeping accurate records.	Discuss value of record keeping in class. Some important points: 1. prevents duplicate payment of bills 2. for income tax purposes 3. planning a family budget a. weekly b. monthly c. yearly	
Preparing deposits.	Sorting and preparing money for bank deposits. a. pennies b. nickels c. dimes	Through the cooperation of the principal, the students guided by the teacher could count money from some school activity or from the hot lunch program.

		This activity would give the students pertinent information on how money is sorted and rolled. Students could also make up the deposit slips.
From classroom discussion make sample budgets.	Students could learn to make their own personal budget as to the amount of time spent per activity and the amount of money that would be involved.	From this the students would learn to plan ahead. This should be done on a sound finanicial basis.
Encourage the students to start a savings account.	Plan and start a savings account if possible.	For educational purposes, most banks will lower their amount of mandatory deposit for starting a savings account. This should be discussed with officials of the

		bank before hand so that student planning and involvement can go along with the fisical policy of the bank involved.
Set up a model of a bank safety deposit box system.	Safety deposit boxes could be numbered.	Use shoe boxes, rent them out for various time periods to different student Give students time to visit the boxes at planned intevals. Students would be at liberty to put articles into them such as scissors, glue, tape, paper, and etc.
Set up rules for depositing and withdrawal of items from safety deposit boxes.	Make forms to use in depositing and withdrawal of items.	Should the need arise for student to visit the safety deposit box, he could sign form similar to that

		which the banks use. This would encourage the keeping of accurate records. Certain students within the classroom could be elected to be in charge of the boxes.
Compile list of banking occupations or careers.	Students list as many careers as possible that are connected to or related to the banking industry.	Below is a partial listing. Most students can come up with a much better list. Banking occupation as it relates toward becoming a cashier: 1. mail teller 2. savings teller 3. collection telle 4. assistant head teller 5. head teller 6. assistant cashie 7. cashier Banking occupatio as related to cleri positions:

1. sorting clerk
2. account analyst
3. machine operator
4. clearing house clerk
5. assistant transit department
6. manager transit department

Banking occupations as related to the area of bookkeeping:

1. machine operator
2. audit clerk
3. bookkeeper
4. assistant bookkeeper
5. accounting clerk
6. balance clerk
7. payroll clerk
8. supervisor

Banking occupations related to Data Processing Positions:

1. sorting machine operator
2. keypunch operator
3. verifier operator
4. programmer
5. supervisor of computer operatio

Banking occupations as related to secretarial positions:

1. typewriter operat
2. clerk-typist
3. typist
4. stenographer
5. administrative secretary

Indepth study.	Students could do indepth study as to the requirements for the different occupations. 1. education 2. salary scale 3. job description 4. etc.	
Role playing.	Different students could role play different occupations with other students guessing "Who am I?"	
Prepare bulletin board.	Students could make an attractive bulletin board showing the many phases of banking as related to the world of work.	This could easily be correlated with art.
		Classroom Resources pencils paper tape (scotch) tape (masking) money kit encyclopedia magazines checkbooks deposit slips savings books coin wrappers shoe boxes

Resource Materials

The Story of Checks
Federal Reserve
Bank of New York,
New York, (free).

Your Money Supply
Federal Reserve
Bank of St. Louis,
St. Louis, Missouri,
(free).

Money, Master or Servant
Federal Reserve
Bank of Atlanta,
Georgia,(free).

Fundamental Facts About U.S. Money
Federal Reserve
Bank of Atlanta,
Atlanta, Georgia.

Filmstrips:

Eyegate Series

96G	The Banker
U17001	The Nature of Money
U17002	Services of a Bank
U17003	The Checking Account
U17004	Travel of a Check
U17005	Bank Balance
U17006	Federal Reserve System

Banking Kit by Wollensak

Free materials from:

American Bankers
Association
90 Part Avenue
New York, N. Y. 10016

SRA Occupational Briefs

46	bank officers
11	bank workers
16	bookkeeping machine operators
12	cashiers
91	credit collectors
322	data processing machine operators
328	file clerks
297	guards, watchmen, and alarm system workers
276	key punch operators
15	messengers and office boys
154	office machine servicemen
165	securities salesmen
252	typists

Books:

Neal, Harry E.
Money Masters.
Messner, 1961.

Rees, Elinor.
At The Bank.
Melmont, 1959.

Rosenfield, Bernard.
Let's Go To The U.S. Mint. Putnam, 1960.

Sarnoff, Paul.
Wall Street Careers.
Messner, 1968.

Sootin, Laura.
Let's Go To A Bank.
Putnam, 1957.

Williams, Barbara.
I Know A Bank Teller.
Putnam, 1968.

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Volume VI of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VT014732
Part 6 of 7

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EDUCATION & WELFARE
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LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

I. Synopsis

II. General Objectives

III. Behavioral Objectives

IV. Teaching Strategies

V. Correlation of Subjects

VI. Evaluation

VII. Resource Materials

VIII. Various Occupations

IX. Appendices

- A. Field Trip Information
- B. Suggested Field Trip
- C. Suggested Parental Letter
- D. Resource Bibliography
- E. Teaching Units

A Suggestive Resource Unit
for
Level Six
Career Awareness
Synopsis

The sixth level of career awareness in the middle school is a continuation of investigation, interpretation, and basic experiences related to ideas, concepts, and values concerning individual awareness of the world of work on a world, economic, and social scale.

Instruction and experiences should be based on a realistic overview of socio-economic factors so that individual goals, ambitions and desires can be met in a valid context.

Theose activities which demand involvement of the students are encouraged so that students may be helped to develop a positive self concept in relation to the many and varied roles that lie within the framework of economic and social systems.

Mental maturation toward each individual activity should be analyzed so that total participation of all students can be based on an individual approach that will insure meaningful learning for all participants. Hopefully, the eventual result will be an evolution of insight from an understanding of how one segment of a world economy functions, to an awareness of the interrelatedness of national economics.

All activities on level six should involve a larger scope and sequence than in any of the preceding grade levels and should involve activities concerning a world orientation to career awareness. Activities should seek to emphasize the worth of the individual in any economic system so long as he performs occupational services which demonstrate the dignity of man by contributing to the total benefit of society.

General Objectives

1. To provide students with occupational information to make them aware of the meaning of work and its importance to them and society.
2. To provide experiences in which the world of work is presented in a manner that is realistic and appropriate to the student's state of development.
3. To inform students about the multitude of occupational opportunities.
4. To present to students a realistic view of the world of work and to enocurage them to consider their own abilities and limitations.
5. To provide students with basic information about major occupational fields.
6. To stress the dignity in work and the fact that every worker performs a useful function.
7. To visit local businesses and industries to get a first-hand view of the "world of work".

Behavioral Objectives

1. To display knowledge of the different job roles as

they pertain to a career in the postal services.

2. To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.
3. To utilize knowledge form world cultures as it relates to the social strata of our own country, state and community.
4. To synthesize the multi-news medium into a workable newspaper operation.

Teaching Strategies

I. The individual student should become involved in an indepth project dealing with a facet of world industry or business.
   A. Individual students could make a scrapbook of their indepth project.
   B. Workable models of some phase of business or industry as they relate to the project could be created.
   C. A structured dramatization by the entire class, dealing with business industries or occupations on a world level could be given.
II. Use a sequence of transparencies to point out major geographic areas.
   A. Students immediate environment.
   B. Local Areas
   C. State Areas

D. United States Area

E. World Areas

Note: Different kinds of symbols should be used to identify different areas of career awareness as they relate to students interest.

III. Organize series of travel brochures and posters portraying the countries that are going to be reviewed for indepth economic factors.

A. Songs

B. Dances

C. Costumes

D. Customs

E. Native foods

Note: All of this should be done with all students working closely together.

IV. Organize series of transparencies depicting the locations, shapes, and topographic formations of the country.

A. Include Symbols for major occupations and main resources.

B. Develop transportation networks showing how the countries of the world are interrelated and dependent upon each other.

V. Organize pen pal exchange for all students in the class.

A. Each student should have a pen pal from a different country in the world.

B. An exchange of information with the pen pal as to education, backgrounds, and skills needed for job security in their country.

VI. A committee selected by the students will construct audio-visual aids which will show job techniques in various areas of the world.

A. Bulletin boards

B. Charts

C. Graphs

D. Newspaper

E. Yearbook

F. Murals

G. Posters

H. Newspaper advertisement

I. Television scripts

J. Movie plots

K. Games

L. Radio broadcast

Note: This can be done effectively in a number of ways. Skills should be stressed which are needed to upgrade the worker so that he can obtain better positions in employment as his knowledge in career awareness increases. The dignity of man irregardless of his occupational position should always be stressed as he performs a useful role in the overall development of society.

VII. Students should be able to compare the international aspects of the world of work as related to their own area or vicinity.

  A. Economic treands
  B. Labor problems
  C. Transportation
  D. Geographic features

Note: The following is only a suggested manner in which this can be accomplished. Perhaps one useful method of implementing this would be to study the economic impact of imports upon our daily lives.

VIII. Group presentation of materials and information gathered from the other countries of the world as related to career occupation.

  1. Producing articles for a newspaper
  2. Written reports
  3. Speeches
  4. Oral reports
  5. Plays
  6. Panel discussions
  7. Debates
  8. Quiz program
  9. Dramas
  10. Assemblies
    a. Presentations to school student body.
    b. Presentations to local civic groups.

11. Role playing

    A. Using costumes which are native to countries involved, demonstrate the dignity of man as he performs various job skills.

    B. Note: This is only a suggested means of implementing various strategies. However, teachers may use any number of other strategies to create individual involvement in indepth work related to career occupations of other countries.

IX. Plan field trips to various business establishements that deal exclusively with international customs, services, and products.

    A. Mexican Restaurant

    B. Chinese restaurant

    C. Italian restaurant

    D. Italian delicatessen

    Note: This is only a suggested reference to serve as a guideline in illustrating decoration, food, and customs. As an extra attraction the students may serve an afternoon tea or lunch using products from a particular country or region of the world.

    This could be done by students to illustrate the total involvement of a particular country or region as it relates to world trade.

Other methologies can be used effectively by teachers to inspire students to reach the desired objectives of the unit.

X. Outside speakers may be used to point out realistic working and living conditions of a country.
   A. Experienced travelers
   B. Foreign exchange students from Marshall University, West Virginia State College and Morris Harvey College.

XI. Students should be able to select one occupational area in which they show an aptitude and an interest.
   A. Goals set should focus on the methods of obtaining skills needed in relationship to the occupational market.
   B. Collecting occupational information requirements
      1. Skills needed
      2. Working regions or areas
      3. Living conditions
      4. Economy of the country

      Note: Evaluation of the above should be made before any job is to be considered by the individual as related to his goals for becoming a productive member of the world of work.
   C. After evaluation of collected materials and information, individual insights of the person

should enable him to start preparation for the type of employment he considers as a career.

1. Analysis should be used extensively in this phase of individual development.
2. Job interviews
3. Salaries
4. Working conditions
5. Advancement procedures
6. Growth of the company, industry, or corporation
7. Security to the individual by being in this type of employment.

XII. Appropriate films, filmstrips, slides, or movies showing different phases of careers in other countries.

  A. Films, filmstrips or other audio-visual aids should be selected upon the interest of the students as to the countries involved.
  B. Follow up study of each audio-visual aid with the possibility of growth in some aspect of career awareness.
  C. Students should be encouraged to do individual research projects concerning different types of careers as they relate to the interdependence of economic development.

XIII. Individual students should be able to compile scrapbooks concerning the major requirements of some of the different occupations as they relate to values, characterisitcs and attitudes connected with different types of career awareness.

Note: Many different aspects should be considered in the overall picture of job and occupational readiness.

A. Abilities needed

B. Educational Training
   1. Elementary
   2. Secondary
   3. Vocational
   4. Post-secondary Technical Training
   5. College

C. Physical skills
   1. Manual dexterity
   2. Motor

D. Mental skills
   1. Trainability
   2. Communication skills

E. Sensory Preception
   1. Sight
   2. Hearing

F. Working conditions as they relate to the individuals suitability for a particular area of career involvement.
   1. Inside
   2. Outside

3. Physical Demands
4. Aptitude
5. Hazards

Importance of different types of occupations as related to the inter-dependence of nations in career awareness

1. National priorities
2. Self satisfaction in the economic well being of a nation
3. National improts as related to the economic well being of a nation
4. The overall effects that nations have upon each other through their monetary policies.

   Note: This would be an excellent place to analyze the federal system of banking as it relates to the monetary growth of the countries of the world. An outgrowth of this could perhaps be a visit to a local bank with a simulated classroom project being developed. Each individual student should be encouraged to open a savings account so that any classroom activity concerning the Federal Reserve System would be mor emeaningful.

Another outgrowth could perhaps be the visiting of a stock broker from Charleston or from Huntington or the surrounding areas to discuss how stocks are bought and sold. An interesting project could be the raising of classroom funds through various types of occupational endeavors and application of all profits toward the buying of common stocks of some foreign company, and thus making the study of international job descriptions, careers and goals more meaningful to the classroom student.

XIV. To be able to describe various types of employment as related to the geographical location of the country.

A. Cold Climate

B. Hot Climate

C. Wet Climate

D. Dry Climate

Note: Classroom discussion as to why students feel that a similar occupation may be different in one country than it is another country. e.g. Egypt in comparison to Norway.

Correlation of Subjects Taught

Social studies, reading textbooks, stories, and related units are areas which can easily be adapted to the study of other jobs. Other subject areas such as music, science, and math can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of career awareness. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career awareness activity.

Besides the suggestive resource unit, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within this unit should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Evaluation that is continuous on a daily basis gives more insights and deeper meanings to the learning processes of the individual student. Continuous evaluation offers more feedback to the teacher in determining if the objectives are being obtained and if not, what steps to take or methods to change to insure that the objectives for the overall area can be obtained by each individual student.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career awareness.
2. Observation of pupil participation in activities
   - A. Materials brought to class
   - B. Participation in role playing
   - C. Oral questioning of students
   - D. Participation in group discussions
3. Responsibilities
   - A. Responsibilities students had when school started.
   - B. Responsibilities students now perform at the closing of school.
   - C. Occupations that students now can observe.
   - D. Occupations that students now can perform.
   - E. Pre and post testing
4. Intellectural Growth
   - A. Maturation of the student at the beginning of the year and at the end of the year in terms of career awareness.
   - B. Attitude and development change in each student should be easily recognized.

Resource Materials

1. Films
2. Records
3. Books
4. Magazines
5. Maps
6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Film Strips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career Files
19. Job application materials
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests
25. Slide projector
26. Overhead projector
27. Film projector
28. Tape Recorder
29. Opaque projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards

Various Occupations Which Could
Be Studied In
Level Six

1. Secretary
2. Guitarist
3. Actor
4. Astronaut
5. Doctor
6. Lawyer
7. Minister
8. Painter
9. Carpenter
10. Pilot
11. Lifeguard
12. Nurse
13. Babysitter
14. Mechanic
15. Policeman
16. Race car driver
17. School principal
18. Teacher
19. Golfer
20. Cook
21. Watchmaker
22. Engineer
23. Tool Designer
24. Electrician
25. Welder
26. Plumber
27. Miner
28. Dentist
29. Brick mason
30. Bookkeeper
31. Truck driver
32. Janitor
33. Homomaker
34. Radio repairman
35. Television repairman
36. Salesman
37. Farmer
38. Heavy equipment operator
39. Fireman
40. Lumberman
41. Motel Clerk
42. Barber
43. Florist
44. Photographer
45. Banker
46. Chemist
47. Stewardess
48. meat cutter
49. Fashion designer
50 Seamstress

APPENDICES

Appendices

A. Field Trip

B. Suggested Parental Letter

C. Resource Bibliography

D. Teaching Units

FIELD TRIPS

Children in the primary grades are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for children to react to real-life situations. The importance of providing early career awareness cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the child to become more aware of the world of work. Pupils are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the children should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in the class room.

Some of the purposes of a field trip are as follows:

1. Having student develop an awareness of the many different workers in the community.
    a. Home
    b. School
    c. Neighborhood
    d. Local or nearby town
2. Helping them observe working conditions.
3. Helping them develop an awareness of the interdependence of workers.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)
    a. Get idea of time involved
    b. Find out who the people are
    c. Find out the problems to be met
    d. Find out what background information students should have
3. Make plans for transportation
    a. What kind?
    b. Who will provide it?
    c. What will it cost?
4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

1. Generalizations should be given
    a. Stories
    b. Pictures
    c. Role playing
    d. Class discussion
2. Student committee should gather career information.
    a. Kind of workers
    b. Working conditions
    c. Training of workers
    d. Duties of workers

3. Safety precautions should be discussed.
4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Suggested Field Trips

The following are suggested places to visit in incorporating new awareness of career occupations within the surrounding areas in relation to the topics which are being covered in this grade level.

1. United States Postal Service--Charleston
2. United States Postal Service--Huntington
3. United States Postal Service--Logan
4. Logan Banner--Logan
5. Herald Dispatch--Huntington
6. Charleston Gazette--Charleston
7. Lincoln Publishing Company--Hamlin
8. Kenny Music Company--Huntington
9. Kenny Music Company--Logan
10. Galprin Music Company--Charleston
11. Gorbies Music Company--South Charleston
12. Guthrie-Beam Music Company--Charleston
13. Blow Your Flute--Charleston
14. Marshall University Music Department--Huntington
15. Morris Harvey College Music Department--Charleston
16. West Virginia State College Music Department--Institute
17. Travel Rama Travel Agency Incorporated--Charleston
18. Charleston National Travel Service--Charleston
19. AA World Wide Travel Service--Charleston
20. Travel Incorporated--Huntington

SUGGESTED LETTER TO PARENTS

Dear Mr.____
Parent or Guardian

The students in our class are studying about the importance of all types of work. We want to learn more about the work of each of the parents of all the boys and girls in ____________________________'s class.

Would you answer these questions for us and send it to school by your child? We will study how your job affects our lives.

1. What is your job?________________________________
____
2. What are some of your duties?_______________________
____
3. Is there anything about your work which the children in our class would enjoy seeing (pictures, materials, tools, uniforms, etc.)?
____
____
4. Would a field trip to your place of employment be beneficial at this grade level?_______________________
____
5. Would you serve as a field trip aide when we take field trips?___________________________________
6. Would you share as a classroom consultant in relating skills and occupations you use?

yes no

Sincerely

____

Resource Bibliography

Level Six

Career Awareness

Exemplary Project

Books

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Nathan, Raymond. *Careers in Airline Operations.* Walck, 1964.

Neal, Harry E. *Your Career in Aviation.* Messner, 1966.

Donohue, Jody. *Your Career in Public Relations.* Messner, 1967.

Sootin, Laura. *Let's Go to a Newspaper.* Putnam, 1956.

SRA Occupational Briefs

18	Postal Clerks
390	Federal Government Inspectors and Examiners
57	Long Distance Truck and Bus Drivers
263	Mail Carriers
27	Instrument Makers
334	Instrument Repairman
384	Instrumental Music Teacher
229	Musical Instrument Manufacturing Workers
343	Sales Demonstrators
133	Performing Musicians
100	Travel Agency Workers
143	Translators and Interpreters
313	Hotel Manager
13	Hotel and Motel Workers
360	Traffic Engineers
99	Traffic Managers
350	Restaurant Managers
69	Newspaper Editor
369	Newspaper Vendors
29	Photoengravers
295	Playwriters
278	Receptionists
216	Reporter
399	Scriptwriter
19	Secretaries and Stenographers
93	Shorthand Reporters
177	Stationary Engineers
286	Technical Engineers
252	Typists
245	Magazine Editorial Workers
15	Messengers and Office Boys
355	Book Editors
17	Duplicating Machine Operators
361	Advertising Copywriters
63	Advertising Workers
226	Paper Industry Workers

Filmstrips

The Airport-----------------------------------Coronet

The Railroad Station--------------------------Coronet

The Bus Station-------------------------------Coronet

The Harbour-----------------------------------Coronet

The Neighborhood Newspaper Store--------------Eyegate

Sound Filmstrips

Seeing Brazil, Coronet, 4 Color Filmstrips, 2 Records.

Seeing Central America, Coronet, 6 Color Filmstrips, 3 Records.

Seeing China, Coronet, 6 Color Filmstrips, 3 Records.

Seeing Eastern Europe, Coronet, 4 Color Filmstrips, 2 Records.

Seeing Great Britain, Coronet, 6 Color Filmstrips, 3 Records.

Seeing India, Coronet, 4 Color Filmstrips, 2 Records.

Seeing Italy, Coronet, 4 Color Filmstrips, 2 Records.

Seeing Scandinavia, Coronet, 4 Color Filmstrips, 2 Records.

Seeing West Germany, Coronet, 4 Color Filmstrips, 2 Records.

Seeing Mexico, Coronet, 6 Color Filmstrips, 3 Records.

Teaching Units

I. Communicating Through Letters

II. Careers In Music

III. Around The World On An Occupational And Vocational Vacation

IV. Bussy Ants News

These lesson plans are a guide for the classroom teacher as to what possible activities may take place during the learning period. This unit is subject to change and it it by no means intended to dictate a precise minute-by-minute schedule of activities.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

COMMUNICATING THROUGH LETTERS

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Communicating Through Letters

Behavioral Objectives: To display knowledge of the different job roles as they pertain to a career in the postal services.

Procedures	Student Activity	Notes & Resources
Use the concept! We all receive mail in some quantity almost every day. Mail plays an important role in the field of communication with others regardless of where they may be.	Students discuss why the mail is important as a source of communication.	This response could could be correlated with the economic, business, and social well being of individuals.
Plan field trip to a U.S. Post Office (preferably a large one such as Logan	Students can see first hand how the mail is sorted, how money orders are prepared, and other necessary activities in preparing	

Madison, Huntington or Charleston.	the mail to be dilivered to other cities and countries.	
Discussion of field trip.	Students discuss the field trip in relation to the different activities that they observed as well as the different types of careers and occupations seen.	
Pinpoint where student family members live, or where someone that they know lives, on a large wall map.	Students locate areas within the state where someone they are acquainted with lives. A. Use colored thread and pins to mark on the map places where these people live within the state. B. Use the same methodology for United States. C. Same methodology for World.	Use large wall maps. A. State B. United States C. World These should be correlated with the job activities of these people.

Organize Panel reports	Students hold Panel reports on the group projects.	Correlate this with English and Speech.
Invite a local postmaster to speak to the students.	After speaker finishes his presentation on the postal industry, the class should hold a question and answer session relating to pertinent aspects of the postal industry.	Questions could deal with the following: 1. Mail Fraud 2. Mail Carriers 3. Money Orders 4. Air Mail 5. Air Freight 6. Transportation 7. Government Regulations 8. Types of Occupations 9. Careers in the Postal Industry.
Have students write thank-you letter to classroom speaker.	Students write joint class thank-you letter.	Correlate with English.
Have students mail letters to family members or acquaintances.	Students mail letter to family members or acquaintances living outside the local area.	Students could trac the letter's journey on a large wall map. Correlate this with

Students write letters to family members living outside of the school area	Students write letters to family members.	Correlate with English and Business secretarial careers.
Classroom discussion of materials and occupations involved in letter writing materials.	Discussion of various techniques involved in the writing of a simple letter.	Such industries that could be covered are: 1. wood (pencil) 2. graphite (chemi 3. pulp (paper) 4. ink (chemical) 5. envelope (paper 6. glue (chemical) 7. stamp (governme printing- Dept. Treasury)
Students do indepth study of the different industries involved in simple letter writing.	Students select group projects to study the industries involved in the writing of a simple letter.	These projects should dwell upon the vocational aspects of the occupations instead of the technologica

		Social Studies.
Collect addresses of lecal persons who may be in the armed forces.	Students write letters to people in the armed services. e.g. Students should explain to the person why they are writing and request especially those in foreign countries to answer their letter using a foreign stamp, and also to discuss their occupations in their answering letter.	Trace the letter as it would travel to the sendee. 1. within the U.S.A. 2. to a foreign country Discuss the occupations of the person sending class members return letter Correlate with social studies and occupational careers.
Bring some type of catalog to class. Examine it to see how the United States is divided into zones, and how weight is involved in sending or receiving mail.	Discuss the cost of recieving something through the mail, or of mailing an item.	Correlate this with math. e.g. weight time zones registered mail air mail

Discuss different ways of receiving packages that have been ordered.	This would compel students to think about the transportation industry.	Students should gain an overall view of the transportation industry as it relates to the postal system. Topics in transportation: 1. railroad 2. airplane 3. trucking 4. freight 5. railway express 6. United Parcel Service
Students could do mock experiments concerning package mailing costs.	Using a set of scales, students could compute the weight of different items and figure the cost of sending them through the mail to the different countries of the world using the different types of transportation such as rail, ship and air freight.	Correlate this with math.

Conduct job classification project.	Students prepare a job classification chart of the many different occupations related to the postal industry.	Students should cover a wide range of occupations and include such attributes as: a) education needed b) mechanical aptitude c) personality requirements
Emphasize to students the many new vocabulary items encountered in this study.	As this unit on postal workers progresses, students' vocabulary should also increase.	New vocabulary should include the following: 1. fragile 2. address 3. cancel mark 4. letterdrop 5. stamps 6. cull 7. face up 8. mailster 9. zip code 10. sorting case 11. dispatch 12. forwarding 13. time zones 14. airmail 15. mail boxes 16. money order

17. slots

18. Rural Free Delivery

19. etc.

Occupations related to the Post Office are:

1. Post Master
2. Window Clerks
3. Mail carriers
4. Rural carriers
5. Postal supervisors
6. Postal guards
7. Special delivery Messenger
8. Postal Clerk
9. Janitor
10. etc.

11. Power Truck Drivers

12. Insurance Clerks

13. Long Distance Truck Dr.

14. Guards and Watchmen

15. Letter Carriers

16. Postal Clerks

17. etc.

Classroom Materials:

1. paper
2. pencil
3. pens

Resources

Kits

Postal Helpers SVE.

SRA Occupational Brief

18 Postal Clerks
390 Federal Government Inspectors and Examiners
57 Long Distance Truck and Bus Drivers
263 Mail CArriers

Books

Colonius, Lillian, an
Glenn W. Schroeder.
At The Post Office,
Melmont, 1954.

Buchheimer, Naomi.
Let's Go to a Post
Office, Putnam, 1964.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

CAREERS IN MUSIC

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Careers In Music

Behavioral Objective: To utilize knowledge from world cultures as it relates to the social strata of our own country, state and community.

Procedures	Student Activity	Notes & Resources
Discuss the overall aspects of people who entertain us.	Students list on the chalkboard their favorite actors, and actresses.	Move magazines T.V. Guide
Ask students to bring in their favorite record.	Play some or all of the records in class. Students list the items that appeal to them in the records.	Items Needed: Personal records of the students and school record player. This could be correlated with English and Spelling.
Divide records into groups or classify by type.	Students divide records into groups. e.g. singers, soloists, vocal duet, instrumental, rock, folk, country, bluegrass, quartet	

Prepare bulletin board.	Students bring in pictures of singers and instruments to put on bulletin boards.	Resource! Magazine or newspaper pictures that the students have around the home.
Ask the question: "What makes a recording famous?"	Student Response e.g. sound lyrics mood	Students could bring in some famous modern-records and play them. This could be correlated with English.
Students identify instruments being used in records listened to.	Students listen to records and identify instruments.	This could be an evaluation of students' ability to perceive certain sounds related to the music world. The sounds which the students would select would depend upon the type of record that was being played.

		e.g. "This Is An Orchestra" by Houghton Mifflin
Divide the entertainment world into different aspects. A. Musicians B. Dancers C. Singers	Students can divide the field of music into different categories. This list could be put on the chalkboard by the students. Some of the areas to be covered should be: Classical Music Opera Concert Chamber Jazz Folk Religious Country Folk rock	Use reference books to study some of the different types of entertainment.
Plan field trip to Marshall University Music Department.	Students could see a vast amount of musical equipment and talk with university students about their musical career.	This would result in pertinent and insights for students.

Discussion of the field trip.	Class discussion of the field trip in relationship to the musical instruments and careers that were observed.	Encourage students to be observant of the different aspects which they encountered during their musical tour.
Written reports.	Students could write reports of their field trip.	Correlate this with English. e.g. This would give students an opportunity to be creative and to use their powers of perception.
Thank-you letter	Class write a thank-you letter to whoever was responsible for the field trip.	If the field trip was to the music department at Marshall University or any college in the local area, it would most likely be the Chairman of the Music Department

		(although it could be other people).
To be successful in the arts a person must be willing to practice and work long hours.	Group study of some of the leading composers or musicians of our time.	Use different reference books to study the lives of certain individuals that have contributed to the entertainment world. e.g. Bach Chopin Brahms Beethoven Richard Rogers Oscar Hammerstein Jerome Kerns Stephen Foster
Panel Discussion	Panel Reports on leading people who have contributed to the world of entertainment.	These reports should show the different types of training these people had and the types of musical instruments that they basically worked with.

Role playing of famous entertainment people.	Role playing by students acting out some of the aspects that these people have gone through in preparing themselves for a life long career.	This could be tied in with the occupational aspect of the world of work as it relates to career awareness.
Musical collage	Students make musical collage using pictures of many different types of musical instruments.	These pictures can be collected by the students from old magazines.
Students to become familiar with instruments.	Students recognize the different musical instruments.	This could tie in with their vocabulary and sight recognition skills
Ask band director to come to classroom and talk to students.	Let him explain the functions of instruments and how they sound.	Teachers may suggest that band director bring some instruments with him to explain to the students.

		Also this could create student interest in joining the school band.
General class discussion of famous entertainers.	On a world map, students could locate the areas that have played an important part in the entertainment world. 1. locate cities of the world that are known for their classical music.	Tie this in with geography. e.g. Rome Milan Paris New York City Moscow Tokoyo Vienna
	2. locate cities that are famous for their entertainment contributors.	Tie this in with geography. e.g. 1. Los Angeles 2. New York City 3. New Orleans, Louisiana 4. Dallas, Texas 5. Nashville, Tennessee 6. Chicago, Illinois

		7. Rome, Italy 8. London, England 9. Moscow 10. Paris. France
Students read about some opera or musical. Classroom discussion.	Classroom discussion Design a stage showing a favorite scene in the opera or musical.	Using different skills and occupations e.g. drafting carpenter desingers electrician architecture painter
	While the boys in the class are designing the stage for the opera, the girls in the class could be making some puppets to fit the descritions of the cast. Dress the puppets according to the descriptions of the opera or musical.	Discussion of clothing materials as it relates to occupations. e.g. seamstress designer hairdresser

Obtain a record of the opera then have the puppets act out the opera as the record plays.	This could be done to any opera or musical in which the students would be interested.	
Make class scrapbook.	Make class scrapbook showing the new skills learned and the new vocabulary.	
Make a musical alphabet with pictures to represent each letter of the alphabet.	The alphabet could be extremely extensive and could be correlated with many areas of study. The students could name the occupations that would be associated with each picture.	An example of the alphabet could be similar to this: A. Autoharp, Amplifier, accordion, B. Banjo, Baton, Bow, Bass Clef, Baby Grand, Band Instrument, Bagpipes. Bells C. Clarinet, Castenet, Cymbal, Conductor, Chimes D. Drum, Damp Chaser, Duet. Director, Drumstick

E. English Horn, Electric Metronomes

F. Flute. Fuzz-Wahs. Fluteaphone. French Horn

G. Guitars. G Clef

H. Harmonicas, Hymnals. Hi-Hats, Harp, Harpsicord

I. Instruction Books

J. Jacks for Amps, Jazz Brushes, Jazz

K. Kettle Drum

L. Lyre, Ligatures, Loudspeaker, Lines,

M. Miles, Mutes, Mouthpiece, Mandolin, Mallets, Musical

N. Needles. Notes, Note finders.

O. Opera, Organ. Oboe. Oils. Orchestra

P. Piana, P.A. System. Piccolo, Pads. Pegs. Picks, Pitch, Pitchpipe, Polish

Q. Quartet

R. Reeds. Recording Tape, Rosin, Rests, Records

S. Saxophone, Strings Snare Drum. Sousaphone. Stero. Sounds Swabs Stands. Sheet Music, Spaces Symphony

T. Trumpet, Trombone. Tom-Tomes, Triangles

Tape recorder,
Tympani, Tuner

U. Ukulele

V. Violin, Valve
Oil

W. Wa-Wa's, Whistles,
Woodblocks

X. Xylophone

Z. Zither

Occupations that can be obtained from cultural areas.

1. Artists
2. Writer
3. Musician
4. Seamstress
5. Hairdresser
6. Set Designer
7. Chorographer
8. Electrician
9. Tuner (piano)
10. Varnisher
11. Painter
12. Repairman (instrument)
13. Typist
14. Secretary
15. Singer
16. Translater
17. Stenographer
18. etc.

Related Careers

1. Film editor
2. Video Tape Engineer
3. Audio Engineer
4. Video Engineer
5. Station Announcer
6. Newscaster
7. Sports Director

8. Sports Announcer
9. Make Up Specialist
10. Wardrobe
    Mistress
11. Prop Man
12. Monitor
13. etc.

Vocabulary

1. Writer
2. Artist
3. Artist in
   Residence
4. Set Designer
5. Recording
6. Accountant
7. Newscaster
8. Musician
9. Manufacture
10. Monitor
11. etc.

Resources

Key to Creativity
Wurlitzer Company
DeKalb, Illinois
(16 mm sound 13 min.)

Story of the Trapp Family Singers
Maria Augusya Trapp
(Doubleday, Garden City, New Jersey).

Electric Organ
Hammond Organ Company
4200 West Diversey Avenue
Chicago, Illinois
60639

(This is a phamphlet-

free 25 copies limit)

Books

Greene, Clara. Let's Learn About The Orches
Harvey House, 1967.

Hurd, Michael. Soldie
Songs And Marches.
Walck, 1966.

Ward, John O. Careers
In Music. Walck, 1968

Willson, Robina B.
Musical Instruments.
Walck, 1966.

Young, Patricia. Grea
Performers. Walck, 19

SRA Occupational Brief

27	Instrument Makers
334	Instrument Repair
384	Instrumental Music Teacher
229	Musical Instrument Manufacturing Work
343	Sales Demonstrator
133	Performing Musican

Records And Tapes

ESEA Title I Music
Materials:

Tape Recordings

Harmony. U. of Colorad
I Reel, 3 3/4 IPS.

Introduction to Music.
U. of Colorado. I Reel,
3 3/4 IPS.

Rhythm. U. of Colorado.
I Reel, 3 3/4 IPS.

Disk Recordings

After School Favorites. Childcraft. 1 12" recor
33 1/3 RPM.

American Folk Songs. Folkways, 1954. 1 12" record, 33 1/3 RPM.

Concert In The Park. Childcraft, 1 12" recor
33 1/3 RPM.

Folk Songs Of Californi And The Old West. Bowma
1965. 1 12" record, 33 1/3 RPM.

Traditional Harmony. Folkways, 1962. 1 12" record, 33 1/3 RPM.

World Of Marches. Albu
1. Bowmar. 1 12" reco
33 1/3 RPM.

Records and tapes may be checked out by the teachers and students from the Mobile Library of the West Virginia Library Commission.

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

AROUND THE WORLD ON AN OCCUPATIONAL AND VOCATIONAL VACATION

Lincoln County Board Of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Around The World On An Occupational And Vocational Vacation

Behavioral Objective: To evaluate the many careers as they relate to an occupational vacation of the world in relationship to career awareness.

Procedures	Student Activity	Notes & Resources
Teachers play records to class.	Students name cities and countries that are named in the record.	Around the World in Eighty Days
Explain to class that you are interested in taking an occupational trip around the world.	Students select the countries that they would like to visit.	These should be listed on the chalkboard so the students can copy their list to file for future referenc Some of the countries could be: 1. England 2. France 3. Italy 4. Spain 5. Israel 6. Greece 7. Japan 8. Mexico 9. etc.

Student committee	Students select committee to write to travel agent requesting materials on countries that they are going to visit.	Correlate this with careers such as secretary, business and travel agents. Correlate letter writing with English.
Map work	Students designate the selected countries with a star.	Correlate this with social studies.
Plan itinerary	Locate itinerary on large wall map.	Selected places to visit should be made because of their vocational opportunities or skilled industry.
Plan Clothing for trip.	Clothing to be taken on this trip should be suitable for the climate of the place to be visited.	Various types of clothing will be needed depending on the climate
Plan details of trip.	Things the students would need to do. 1. medical record 2. visa 3. passports	Students plot their own medical record such as a doctor or nurse would do.

		Students make their own passport such as the State Department would. e.g. government worker Passports should have such information as medical record, mug shot, fingerprint. (careers involved) 1. typist 2. photographer 3. printing 4. medical secretary 5. etc.
Apply for visa to visit foreign countries.	This could be secretarial position such as dealing with the writing for visas.	Relate this to English. Occupations involved: 1. secretarial 2. foreign corresponde 3. etc.

Check with local people to see if someone has visited a foreign country.	Ask this person to relate his experiences to the students.	If none are available in the local community, then use a film or filmstrip concerning traveling in a foreign country.
Temperature chart	Students make a temperature chart of each country that they expect to visit. Therefore students would partially know what to take with him.	Correlate this with social studies as to average rainfall, and average temperature. Occupations involved: 1. weather reporting 2. meteorologist 3. others
Bulletin board	Students make bulletin board of the different types of occupations which they expect to see or observe during their world trip.	Use magazines and travel folders. Occupations would be: 1. travel agent 2. others

Develop groups according to student interest.	Group activity according to different areas involved in preparing for the world trip.	These are planning committees. Reports should be detailed. Committees: 1. Transportation 2. Lodging 3. Food 4. Entertainment 5. Vocational Spots to visit.
Committee work	Transportation committee Provide transportation to local airport.	Teachers should allow committees ample time for class discussion and demonstrations as it relates to many differen areas of career development involved in their committee work. Occupation to be discussed. 1. Bus Driving 2. Highway Safety 3. Maintaining Our Highways 4. Others

Purchase airline tickets to New York City. Make Tickets for each student. Determine luggage weight for each student. Seat students on the airplane. Correlate this activity with math.	Occupations to be discussed. 1. Ticket Agent 2. Baggage Clerk 3. Pilot 4. Co Pilot 5. Stewardess 6. etc.
Purchase boat tickets to London, England. Plan and make out the ticket for each student. Plan room chart for students on the boat. Correlate these activities with math.	Occupations to be discussed. 1. Ticket Agent 2. Navigator 3. Captain 4. Steward 5. Maid 6. Nurse 7. Doctor 8. Wireless Operator 9. Technicians 10. Electronic Personnel 11. etc.

Transportation in the country the students visit.	Plan a type of transportation as it relates to a career in each country and discuss the workers involved in each form of transportation.	The students could plan for a type of transportation for each country that they are to visit. Careers involved in the different types of transportation should be noted and discussed by the students. A scrapbook showing the different types of transportation and career involved could be made by the students. e.g. Japan-Rickshaw France-Monorail Italy-Gondola Mexico-Horse (saddle-wagon) Egypt-Camel This is only a random sampling of the activities the transportation com-

	mittee could do. All of the transportation committees work could easily be correlated with social studies and math.
Food Committee Plan eating places or food to eat while on trip, should at least plan to sample the national foods of each country visited. Students should discuss how the food is prepared and the workers involved.	This could be done very effectively by using charts or posters made from pictures collected from magazines: Occupations to be discussed are: 1. farmer 2. jobber 3. wholesaler 4. fisherman 5. florist(decorate tables using flowers native to foreign countries e.g.tulip-Holland) 6. Cashiers 7. Cooks

		8. Chefs 9. Waitress 10. Dietitian
Plan menus	Plan an evening menu for each foreign country that students will visit.	Menu could be highlighted with a poster showing foods that are native to that foreign country. All of these committees could correlate with science and health.
Occupational committee	This committee would be concerned with occupations found in each country.	This committee should list the major occupations and tools used within a country showing how they contribute to the world of work and toward the dignity of man. e.g. England Scotland Yard 1. Bobbie 2. Guards

France-The Louvre

1. Paintings of world renown

Arch de Trimuph

1. Architecture

2. Landscaping

Wine Industry

1. Vineyards

2. Wine Factories

Italy-The Vatican

1. Paintings

2. Architecture

Spain-Bullfights

1. Matador

Pottery Industry

1. Designer

2. Potter

Egypt-Aswan Dam

1. Construction

2. Engineering

3. Electrical

4. Atomic Energy

Greece-Colosseum

1. Sports Stadium

Parthenon

1. Form of Government

Japan-Manufacturing

1. Clothing

2. Technical

		1. Silk 2. Tailor Fishing Industry Technology Industry Art Industry e.g. silk painting Mexico-Siver Industry 1. Silversmith Food Industry 1. Chef Students on this committee should use pictures of each in which they would explain the different occupations and careers found in that country.
Committee reports	Committees will report their activities as it relates to each country that was visited on an occupational trip.	This could be done through many activities. I would suggest that the students would dress for each different occupation and present a lecture

		to the class concerning each. e.g. 1. papal guard could tell of his training requirements and occupations he performs as he fulfills his job requirements. 2. Grape Farmer could demonstrate skills used and needed in tending the grapes, preparing them for market and shipping them to market. 3. Others
Class scrapbook	Students should compile a master scrapbook of their occupational tree.	This could be broken down by country. I personally suggest this method. 1. Should include maps of foreign

countries with their places to visit marked off.

Show cities or places in which they visited.

Show occupational places in which they visited.

List types of occupations that they saw being performed in each place they visited.

Types of transporation used in traveling from one country to another.

   A. Show occupations which were involved.

Show some of the leading places where they ate and slept.

   A. Show occupations which were involved.

Show some of the foreign money.

   A. Methods of computing it

		to decimal system. B. Types of occupations involved. 8. Students make or show the outstanding arts and crafts of each country visited. Discuss occupations involved. 9. Highlights of time.
Class skit could bring out the highlights of the trip which were studied during this unit.	Students could perform different skits as it relates to the occupational activity of the countries that they visited on their occupational vacation.	This highlighted activity should be a creativity experience for each student in the class. I would suggest that after the students have performed it and worked out the flaws in their activity that it be video-taped

as a reference or inspirational resource activity which others could preview to gain insights into an occupationa vacation around the world.

Vocabulary

This would depend entirely upon the teacher as to the countries visited. e.g. It would seem that a large new vocabulary coul be expected as an outgrowth of this unit.

Resources

This would depend entirely upon the teacher as to the country or countri visited by the students.

The Audio Visual Demonstration Center has many different materials pertaining to many different countries, therefore it would be a matter of selecting materials according to the country or countries which were selected to visit by the students.

Other outstanding sources of information would be: Magazines such as; _Life_, _Look_, _National Geographic_ and many others.

Classroom Materials

Paper

Tape

Scissors

Film Strip Projector

Record Player

Tape Recorder

Film Projector

Resource People

Exchange students from foreign countries who are attending Marshall University, Morris Harvey College and West Virginia State College could be used for resource people concerning their own particular country.

Books

Cochrane, Joanna. Let's Go To The United Nations Headquarters. Putnam, 1958.

Landin, Les. About Policemen Around The World. Melmont, 1964.

Chace, Haile. About The Captain Of A Ship. Melmont, 1962.

Cohn, Angelo. Careers With Foreign Languages. Walck, 1963.

Dietrich, Fred and Seymour Reit. Wheels, Sails and Wings. (The Story of Transportation). Golden Press, 1961.

Feurlight, Roberta. Let's Go To A World's Fair. Putnam, 1964.

Latham, Jean Lee. Trail Blazer Of The Sea. Houghton Miffli 1956.

Lattin, Gerald W. Careers In Hotels and Resturants. Walck, 1967.

Nathan, Raymond. Careers In Airline Operations. Walck, 1967.

Neal, Harry E. Your Career In Aviation. Messner, 1966.

SRA Occupational Brie

100	Travel Agency Workers
143	Translators an . Interpreters
313	Hotel Manager
13	Hotel and Motel Workers
360	Traffic Engineer
99	Traffic Managers
350	Resturant Manage

Filmstrips

The Airport----Coronet
The Railroad Station--
---------------Coronet
The Bus Station-------
---------------Coronet
The Harbour----Coronet
Seeing Brazil--Coronet
Seeing Central America
---------------Coronet
Seeing China---Coronet
Seeing Great Britian--
---------------Coronet
Seeing India---Coronet
Seeing Italy---Coronet
Seeing Mexico--Coronet
Seeing Scandinavia----
---------------Coronet

Seeing West Germany------------------Coronet

Seeing Eastern Europe-----------------Coronet

Seeing The Andes Countries------Coronet

LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Elementary School Project
for
Level Six

BUSSY ANTS NEWS

Lincoln County Board of Education
Hamlin, West Virginia

Teaching Unit
Level Six

Title: Bussy Ants News
e.g. School Mascot News

Behavioral Objective: To synthesize the multi-news medium into a workable newspaper operation.

Procedures	Student Activity	Notes & Resources
Form small groups (3-4) to do research and oral reports	Students can be doing research on how to begin a newspaper and the different jobs that are available in the newspaper industry.	Books Encyclopedias Sootin, Laura, "Let's Go To A Newspaper", Putman 1956, 48 pp- Describes how a newspaper is published. Greene, Clara I Want To Be A News Reporter. Children 1958, 30 pp, Don has an exciting trip with his uncle, who is a news reporter. Barr, Jene News Travel
Prepare students for resource speaker. Questions for the resource person should be	Students ask questions which are of interest to them.	Resource Person - should be a newspsper employee S.R.A. Occupational Brief

prepared by the students. See Appendix I		
Organize field trip to a newspaper.	Students visit local newspaper establishment or printing company.	See field trip gu
Show filmstrip on newspaper industries	Make an inventory of related occupations. This could be done by the following methods: e.g. 1. Notebook 2. Chart 3. Graphs 4. Scrapbook	Films: Here's How We Print, Bailey (11 minutes) Describes process of printing.
Students develop own newspaper.	Students will do role playing situations dealing with setting up their newspaper, such as the selection of staff. e.g. 1. Editor 2. Reporters 3. Copy reader 4. Lay Out 5. Advertisment 6. Others	Students should select the people who are going to fill eac position. This could come from a follow up of the field trip. Students could be told to look for some specific job that they would like to do while on the field trip.

	Students could write articles for the paper. They could have an advertising section, cartoon, sports, news, and many other sections that pertain to the occupations involved in publishing a newspaper.	Materials Needed: See Appendix-- Book: Putting Your School Newspaper to Work
Hold a discussion of the role of the newspaper in the community.	Students discuss importance of newspapers to the community. Compare the values of a newspaper and free journalism in our society to a country where the paper is controlled by the government.	Film A newspaper series- Its Community. 13½ minutes, color, Shows the function of a newspaper, the different kinds of information it contains, its role in the community, its organizationa, and the work involved in writing editing, printing and delivery. (FA)

Correlation with related subjects.	Science Class: e.g. See how and where trees are grown for pulp to be used in making paper. Math Class: e.g. Measuring the width and length of articles to be placed in the paper, making change, selling the paper, cost of advertisements, etc. Social Studies: e.g. Studying different kinds of vehicles used in newspaper work and transportation.

Vocabulary

1. editor
2. reporter
3. advertisement
4. by-line
5. headline
6. photographer
7. copy
8. typewriter
9. typesetter
10. copy reader
11. lithographic pla
12. ink
13. press
14. printing press
15. printing press operator
16. rewrite man
17. feature reporter
18. press operator
19. lay-out
20. lay-out man
21. printer
22. inkman
23. stenographer
24. city editor
25. articles
26. editorial news

27. cartoons
28. classified
29. advertisement
30. stockmarket
31. clerical
32. typists
33. telegraphs
34. telegrams
35. United News Serv
36. wire photograph
37. Associated Press
38. proof reader
39. gally boy
40. stock exchange
41. reporter
42. paper carrier
43. morgue
44. artist
45. cameraman
46. editorial
47. form
48. plate
49. dummy
50. matrix
51. beat
52. pipeline
53. obituary
54. classified

Occupations within the Newspaper Industry:

1. Newsboy
2. Proof reader
3. Typesetter
4. Photoengravers
5. Cameramen
7. Pressman
8. Newspaper editors
9. Newspaper reporters
10. Journalist
11. Technical writers
12. Messengers
13. Press repairman
14. Typists
15. Stenographers
16. Compositors
17. Linotype operators
18. Designers
19. Artists
20. Reporters
21. etc.

Community Resources

A. People
Editor
Reporter
Photographer

Feature reporter
Typesetter
Paper carrier
Librarian

B. Field trips
News Stand
Newspaper office
Printing Office

Resources

Books

Donohue, Jody. Your Career In Public Relations. Messner, 1967.

Sootin, Laura. Let's Go To A Newspaper. Putnam, 1956.

SRA Occupational Brief

69	Newspaper Editor
369	Newspaper Vendor
29	Photoengravers
295	Playwriters
278	Receptionists
216	Reporter
399	Scriptwriter
19	Secretaries and Stenographers
93	Shorthand Reporter
177	Stationary Enginee
286	Technical Engineer
252	Typists
245	Magazine Editorial Workers
15	Messengers and Office Boys
355	Book Editors
17	Duplicating Machi Operators
361	Advertising Copywriters
63	Advertising Worke
226	Paper Industry Workers

Resources

Free Booklet

Addressograph Multigraph Corporation. Advertising Dept.,
P. O. Box 3176, Cleveland, Ohio 44117

1. "Putting Your School Newspaper to Bed" SP-222-M

Junior Science Book of Rain, Hail, Sleet and Snow, Larrick

(Garrard, 1961) Seasons. Jervis (Day, 1962)

Our English Language, Book 5. (American Book Company, 1967)

News Travels: Local Communications. Chapin (Whitman, 1966)

Gr. The First Book of News. Epstein, (Watts, 1965) Gr.

Level 5-6 Lent, Henry Bolles. I Work on a Newspaper.

Macmillan. 1949. 152 pp.

Communication, (SA21413). Field Enterprises Educational Corp. Director of Educational Services. Merchandise Mart Plaza. Chicago, Illinois 60654. 1966. 12 pp. 25 cents. (Guide for teachers to help prepare a teaching plan on the study of communication. Illustrated and bibliography. Intermediate and Jr. High Levels.)

Free Booklets

New York Times. College School Services. Times Square.
New York, New York 10036

1. "Get More Out Of Your Newspaper", 46pp.
2. "News-The Story of How It Is Gathered and Printed", 16 pp
3. "The Story of the New York Times", 20 pp.

Resource Personnel

1. What are the different types of workers found in this industry?
2. What kind of work do the majority of employees do?
3. Is the work indoors or outdoors?
4. What are job duties?
5. What are the educational and experiences requirements for these jobs?
6. What are the physical -requirements?
7. What are possible weekly or monthly earnings?
8. What are future opportunities?

APPENDIX

MATERIALS

Ink
Newsprint
Paper mache'
Typewriters
Films
Filmstrips
Day-byday calendar
Cylinder printing material
Tools
Liquid duplicator
ABC blocks for printing
Yardsticks
Letter stencils
Stencils
Camera
Mats for advertising
Rollers
Maps
Globes
Overhead projector
Opaque projector
Magazines

Paint brusher
Glue
Paints
Erasers
Material for making ink
Scissors
Stapler
Records
Chips of wood
Silk screen
Linoleum blocks
Laminating seal
Cardboard
Carving knives
Manila paper
Newspapers
String
Record player
Books
Tape recorder
Tape for recording
Brayer roller

ED 059390

Volume VII of Volume III

INTERIM REPORT

Project No. 1-361-0170
Contract No. OEC-0-71-682(361)

"Improving a Rural Area School Program with Expanded Vocational Education Services by Utilizing Comprehensive Career Orientation and Exemplary Activities"

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Herbert B. Holstein
Lincoln County Schools
P. O. Box 437
Hamlin, W. Va. 25523

December 31, 1971

VT014732

Part 7 of 7

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
OFFICE OF EDUCATION
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LINCOLN COUNTY EXEMPLARY PROGRAM
IN
VOCATIONAL EDUCATION

Middle School Project
for
Levels Seven and Eight

RESOURCE UNIT

Lincoln County Board of Education
Hamlin, West Virginia

TABLE OF CONTENTS

I. Synopsis

II. General Objective

III. Specific Objectives

IV. Behavioral Objectives

V. Teaching Strategies

VI. Correlation of Subjects Taught

VII. Evaluation Techniques

VIII. Methods of Evaluation

IX. Resource Materials

X. Appendices

  A. Field Trip

  B. Permission Slip

  C. Occupational Questionnaire

  D. Resource Bibliography

  E. Clustered Occupations-Level Seven

  F. Clustered Occupations-Level Eight

A Suggestive Resource Unit
for
Levels Seven and Eight
Career Orientation
Synopsis

The seventh and eighth level of Career Orientation is designed to give students a broad knowledge of the characteristics and functions, as well as the duties and rewards of specific clusters within a broad spectrum of occupational families. Students at this age level have specific characteristics which suggest certain needs and drives. Students at this level should have the opportunity to explore their capabilities in various areas under a variety of situations, therefore, they need the opportunity to self appraise their emerging potential and to analyze occupational information for decision making. The students need to understand the necessity of all types of occupations and to learn the educational and occupational requirement of the many different vocations within a broad framework of the overall occupational cluster.

Student involvement and participation should be encouraged at this level so that each student could develop a positive self concept in relation to the many and varied roles that lie within the occupational framework of our economic and social system.

Mental maturation of each individual student should be analyzed so that total participation of all students can be based on an individual approach that will insure meaningful learning for all the students so that their needs and goals can be obtained later in life.

Students at this level should gain a deeper insight of how one occupational cluster depends upon the other occupational cluster so that they can function productively in an economic environment.

All activities or learning situation should seek to emphasize the worth of the individual in any economic system so long as he the worker performs occupational services which demonstrate the dignity of man by contributing to the total worth of society.

General Objective

To establish in grade seven and eight a curriculum which will assist the student to acquire such knowledge of the characteristics and function, the duties and rewards for the occupational families within which his choice will probably lie.

Specific Objectives

1. To give students an understanding of the knowledge and skills basic to the broad spectrum of the occupational families.
2. To provide the student with a guide to educational and occupational requirements of different jobs.

3. To assist the student in acquiring a technique of analysis of occupational information and to analyze such information before making a tentative choice.
4. To stress habits and attitudes which are needed for successful and continued employment.
5. To provide students with experiences designed to develop an awareness and self-realization that leads to the selection of the appropriate career with realistic aspiration levels.

Behavioral Objectives

1. To display a knowledge of different occupational skills within the various occupational cluster.
2. To utilize knowledge of different occupational skills as they relate to the world of work.
3. To synthesize requirements relating to the different occupational clusters pertaining to the comprehensive world of work.
4. To evaluate the many occupational clusters combining the needs and goals of the individual student preparing himself for the world of work.

Teaching Strategies

I. The individual student should become involved with each phase of the occupational cluster.

   A. Individual students could make a scrapbook of the occupations within the occupational cluster.

   B. Workable model of the occupational cluster as it relates to the individual student.

   C. A structured dramatization by the entire class dealing with the occupational cluster.

II. Use a sequence of transparencies to point out major geographic areas of the cluster.

   A. Students immediate surroundings

   B. State Area

   C. National Area

   D. World Areas

   Note: Different kinds of symbols should be used to identify the different types of occupations as they relate to the different occupational cluster.

III. Develop a series of occupational brochures and posters protraying the different occupations that have been studied within the occupational cluster.

   Note: This activity could be done on an individualized basis or by students working together in a group.

IV. A committee selected by the students could construct audio-visual aids which would show occupations as they relate to the various cluster within the occupational cluster. These aids would also show the skills needed to perform effectively in the given occupation.

Note: This can be done effectively in a number of ways. Skills and requirements should be stressed which are needed by the employee to function productively in his chosen occupation. The dignity of man irregardless of his occupational decision should be stressed as he performs a useful role in overall development of the world of work.

A. Bulletin Boards
B. Charts
C. Graphs
D. Newspaper
E. Mural
F. Poster
G. Television scripts
H. Games
I. etc.

V. Students should be able to compare the different occupational aspects of the world of work as they relate to the occupational cluster in which they are studying.

A. Economic trends

B. Labor trends

C. Transportation trends

D. Future needs or trends

VI. Group presentation of materials and information gathered as the students studies the occupation within the occupational cluster.

A. Written reports

B. Speeches

C. Oral reports

D. Panel discussions

E. Debates

F. Role playing

VII. Plan field trips to various occupations that would cover a wide range or variety of occupations within a given cluster.

VIII. Invite outside speakers to come to the class to discuss their role or job duties that they perform within the occupation. The outside speakers should be chosen that would cover a wide spectrum within the occupational cluster. Speakers should be able to demonstrate the competency needed to perform effectively within the occupation.

IX. Students should gain broader insights of the occupations within the clusters which would enable them to start preparation for the type of employment he would consider as a vocation.

   A. Analysis should be used extensively in this phase of individual development.
   B. Job interviews
   C. Salaries
   D. Working conditions
   E. Advancement procedures
   F. Growth of the company, industry, or corporation
   G. Security to the individual by being in this type of employment.

X. Appropriate films, filmstrips, slides, or movies showing different phases of occupations as they relate to the occupational cluster.

   A. Films, filmstrips or other audio-visual aids should be selected upon the interest of the students as it relates to the cluster being studied.
   B. Follow up study of each audio-visual aid with the possibility of individual growth in some phase of occupational knowledge.
   C. Students should be encouraged to do individual research projects concerning different types of occupations as they relate to the occupational cluster.

XI. Individual students should be able to compile a questionnaire concerning the major requirements of some of the different occupations as they relate to values, characteristics and attitudes, connected with different types of career orientation.

Note: Many different aspects should be considered in the overall questionnaire of job and occupational readiness.

A. Abilities needed

B. Educational Training

   1. Elementary
   2. Secondary
   3. Vocational
   4. Post-secondary Technical Training
   5. College

C. Physical skills

   1. Manual dexterity,
   2. Motor

D. Mental skills

   1. Trainability
   2. Communication skills

E. Sensory Preception

   1. Sight
   2. Hearing

F. Working conditions as they relate to the individuals suitability for a particular area of career involvement.

    1. Inside
    2. Outside
    3. Physical Demands
    4. Aptitude
    5. Hazards

Importance of different types of occupations as related to the inter-dependence of nations in career orientation.

    1. National priorities
    2. Self-satisfaction in the economic well being of the individual.
    3. National goals as related to the economic well being of the cluster.
    4. The overall effects that clusters have upon each other through their occupational policies.

XII. To be able to describe various types of occupations as related to the geographical location of the country.

    A. Cold Climate
    B. Hot Climate
    C. Wet Climate
    D. Dry Climate

Correlation of Subjects Taught

Social studies, English, Science, Math, and related courses are areas which can easily be adapted to the study of occupation. Other subject areas such as music, physical education and home economics can also be used effectively. Occupations should be shown in their relationship as they are related in each subject of career orientation. The language arts program could easily include oral and written reports, role playing, interviews, stories, poems, riddles, and letter writing. Math should include the relationship to the worker and to the skills that they must have in order to obtain, perform, and function as to the different skills needed in the world of work. Art can be related to the workers and to the different activities with which they are involved. Music and correlated activities such as records, tapes, slides, filmstrips, and flannelboards are available in a wide selection of career occupation activities. Science can be adapted to show the skills needed to perform successfully in technical related occupations. Besides the suggestive mythologies, other information could be used for gaining deeper insights into the world of work. The effective teacher, by using games, songs, stories, video tapes and overall discussions of information derived from different field trips can increase the student's awareness of the role they must perform to be effective citizens of society in the world of work tomorrow.

Evaluation Techniques

Evaluation within the occupational cluster should be a continuous process in which the classroom teacher can use several methods to gain deeper insights into the overall student learning processes.

Role playing the different activities at this grade level is an excellent way for the classroom teacher to gain valuable outputs of student behavior in any learning situation. Not only is it good for students as an effective evaluation instrument, but through role playing the students can learn self-discipline measures which they can use later in the occupational world.

Evaluation should be approached in terms of growth that has taken place in the students. Students should tell what they have learned during the unit. Evaluation can consist of self appraisal by the students and the teachers as to the degree to which the students have attained the expected outcomes of the unit. The success of the student is measured by his understandings, attitudes, appreciations, and skills acquired during the unit.

Evaluation that is continuous on a daily basis gives more insights and deeper meanings to the learning processes of the individual student. Continuous evaluation offers more feedback to the teacher in determining if the objectives are being obtained and if not, what steps to take or methods to change to insure that the objectives for the overall area can be obtained by each individual student.

Methods of Evaluation

1. The observation of pupil participation in group discussion as they relate to career orientation.
2. Observation of pupil participation in activities
   - A. Materials brought to class
   - B. Participation in role playing
   - C. Oral questioning of students
   - D. Participation in group discussions
   - E. Participation in debates
3. Responsibilities
   - A. Responsibilities students had when school started.
   - B. Responsibilities students now perform at the closing of school.
   - C. Occupations that students now can observe.
   - D. Occupations that students now can perform.
   - E. Pre and post testing
4. Intellectural Growth
   - A. Maturation of the student at the beginning of the year and at the end of the year in terms of career orientation.
   - B. Attitude and development change in each student should be easily recognized.

Resource Materials

1. Films
2. Records
3. Books
4. Magazines
5. Maps
6. Transparencies
7. Documentaries
8. Autobiographies
9. Art Supplies
10. Film Strips
11. Tapes
12. Pamphlets
13. Pictures
14. Brochures
15. Slides
16. Bibliographies
17. Interview technique materials
18. Career Files
19. Job application materials
20. Newspaper
21. Role playing techniques
22. Games
23. Research projects
24. Tests
25. Slide projector
26. Overhead projector
27. Film projector
28. Tape Recorder
29. Opaque projector
30. Filmstrip projector
31. Charts and graphs
32. Bulletin boards
33. Television
34. Radio
35. Easel
36. Flannel boards

APPENDICES

Appendices

A. Field Trip

B. Permission Slip

C. Clustered Occupations

D. Resource Bibliography

FIELD TRIPS

Children in the seventh and eighth grade are eager to examine the outside world. They are curious at this age, and field trips present an opportunity for students to react to real-life situations. The importance of providing early career orientation cannot be over emphasized. The teacher should point out the workers they will encounter on field trips and the jobs they perform. This will be another method which will serve to assist the student to become more aware of the world of work. Students are given an opportunity to see, smell, touch, hear, and taste. Talking about careers may be somewhat informative, but much more will be learned in actual observation.

Prior to a trip, the students should understand that they are taking the trip because they are going to see things and do things that could not be done and seen in a classroom setting.

Some of the purposes of a field trip are as follows:

1. Having student develop an orientation of the many different workers in the cluster.
2. Helping them observe working conditions.
3. Helping them to be aware of the interdependence of workers in each cluster.

Certain preparation should be made before making a trip:

1. Consult principal to obtain permission for the trip.
2. Teacher, and/or committee of pupils, make the trip first. (If feasible)

    - a. Get idea of time involved
    - b. Find out who the people are
    - c. Find out the problems to be met
    - d. Find out what background information students should have
  - 3. Make plans for transporation
    - a. What kind?
    - b. Who will provide it?
    - c. What will it cost?
  - 4. Obtain signed statements from parents allowing children to make trip.

Teacher and students plan the trip together.

  1. Generalizations should be given
     - a. Stories
     - b. Pictures
     - c. Role playing
     - d. Class discussion
  2. Student committee should gather career information.
     - a. Kind of workers
     - b. Working conditions
     - c. Training of workers
     - d. Duties of workers
  3. Safety precautions should be discussed.
  4. Behavior as guest should be made clear.

Post trip questions should be asked by the teacher to reinforce the career aspects of the trip. The purpose of the trip will determine the questions asked.

1. What kind of workers did you see on the trip?
2. What do these workers do each day?
3. What are their working days?
4. What kind of training do these workers need?

The class will want to write thank you notes or letters to the individual, agency, or business visited. Further reports and discussions may be planned by the teachers if there is interest on the part of the students.

The exemplary staff plans to set up, in advance, resource people to use as needed. The staff also intends to plan field trips in conjunction with each unit of study.

Occupational Questionnaire

for

Levels Seven and Eight

OCCUPATIONAL QUESTIONNAIRE

1. What are the future prospects for an employee in this particular occupation.
2. Is employment in this particular occupation expected to decrease or increase in the future.
3. What are the physical requirements such as height, weight, age, sex, hearing and vision that an employee should have in this occupation.
4. What personal interest or hobbies would be helpful for the employee to have in entering this occupation.
5. What special skills are required by the employee in entering this occupation.
6. What are the legal requirements that must be fulfilled before an employee can be hired in this occupation.
7. What tools, equipment and supplies must be furnished by the employee in this occupation.
8. What kind of educational and or vocational training must be taken by the employee to meet the employer standards or certification before they can be employed.
9. How long does it take and what does it include to meet employer standards or certification in this occupation.
10. If this is a union position, what would be the requirements that you as an employee must meet before you can join or belong to a union.

11. What provisions are made by the employer for on the job training for the employee.
12. What type of occupational experience must an employee have before he can enter this occupation or profession.
13. In this position, can an employee advance and if so, how far an advancement in this position.
14. In preparing for this position as an employee, what related positions would you also be preparing for.
15. What are the average yearly earnings for a beginner and experienced employee in this position.
16. What are the geographic locations of this particular occupation?
17. What are the main advantages and disadvantages of this occupation.
18. Are fringe benefits provided for the employee by the employer in this occupation. If so, are they adequately and what are they?
19. In this employment is the employee assured of steady work or is it a seasonal or irregular occupation.
20. In this occupation, is the employee exposed to work hazards and occupational diseases. If so, what are the work hazards and occupational diseases.
21. Why do you as a future employee think that this occupation would not be suited for you.

22. What personal interest do you have that would help prepare you for this occupation.

23. What occupational requirements in this occupation as an employee would be hard for you to fulfill.

24. If you could be employed in this occupation as an employee today on the basis of your research what would your decision be.

RESOURCE BIBLIOGRAPHY
FOR
LEVELS SEVEN AND EIGHT
VOCATIONAL EDUCATION

BOOKS

Thiemann, Norma. Handbook of Job Facts. Science Research Associates.

KITS

Occupational Exploration Kit. Science Research Associates.

SOUND FILMSTRIPS (Cassettes)

The A. B. C.'s Of Getting And Keeping A Job. Eyegate, 1970, 8 Color Filmstrips, 4 Cassettes, Gr. 7-12.

The ABC's of Getting and Keeping a Job
Applying for the Job You Want
Budgeting Your Money
Health Rules to Follow
Labor Unions
On the Job
Preparing for the Job You Want
Quizstrip

America's Labor Force. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

Airline Pilots Association
American Federation of Musicians
International Brotherhood of Electrical Workers
International Ladies Garment Workers Union
United Automobile Workers
United Federation of Teachers

Ancient Crafts-Modern Times. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 5-12.

The Cabinetmaker-Sculpture in Wood
The Glassmaker-Transparent Creations
The Graphics Designer-Art in Print
The Potter-Beauty in Clay
The Silversmith-Metallic Art
The Textile Designer-Woven Art

Business Filing. Coronet, n. d., 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

Alphabetic Correspondence
Alphabetizing Rules
Charge and Transfer Methods
Data Processing and Microfilmin
Other Filing Systems
Types of Equipment

Careers In Aerospace. Eyegate, 1970, 12 Color Filmstrips, 6 Cassettes, Gr. 7-12.

- Aerospace Sales
- Aircraft Maintenance and Food Service
- Aircraft Maintenance Mechanic
- Air Freight Agent
- Airline Ticket Agent
- Control Tower Operator
- Flight Engineer
- Jet Captain
- Jet Engine Mechanics
- Passenger Service Representative
- Skycap and Baggage Handler
- Stewardess

Jobs In Health Service. Coronet, n. d., 8 Color Filmstrips, 8 Cassettes, Gr. 7-12.

- Dental Assistant
- Dental Laboratory Technician
- Medical Laboratory Assistant
- Medical Photographer
- Nurse's Aide
- Optical Technician
- Optometric Assistant
- Radiology Technician

Occupational Education. Eyegate, 1970, 9 Color Filmstrips, 5 Cassettes, Gr. 7-12.

- Fixing a Flat Tire
- The Gas Station Attendant
- How to Use Your Checkbook
- The Job Interview
- The Nurse's Aid
- The School Cafeteria Worker
- Stocker in a Supermarket
- The Waitress
- The Variety Store

Shop Safety. Coronet, n. d., 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

- Drill Presses and Lathes
- General Shop Hazards
- Grinders, Routers, Power Saws
- Hand Saws, Chisels and Files
- Screwdrivers, Wrenches, Sheet Metal and Welding
- Think Safety

The World of Work: Vocational Opportunities. Eyegate, 1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

- Automobile Mechanic
- Automotive Sales Representative
- Cook
- Data Processing Clerk
- Electrician
- Medical Assistant
- Printer
- Real Estate Sales
- Receptionist
- Sheet Metal Worker-Building Trades
- Sheet Metal Worker
- Tool and Die Maker
- TV and Radio Repair
- What is Your Future in the Changing World of Work

FILMS 16 MM.

Applying For A Job. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 13 Min., Gr. 7-12.

Choosing A Job. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 12 Min., Gr. 7-12.

Communicating With The Public. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 12 Min., Gr. 7-12.

Development of Communication. Encyclopedia Britannicia Educational Corp., n. d. Black/White, Sound, 10 Min., Gr. 7-12.

Development of Transportation. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 11 Min., Gr. 7-12.

The Doctor. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 17 Min., Gr. 7-9.

Getting A Promotion. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 14 Min., Gr. 7-12.

Getting The News. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 18 Min., Gr. 7-9.

Health In Our Community. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 14 Min., Gr. 7-9.

The Industrial Revolution. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 23 Min., Gr. 7-12.

The Industrial Worker. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 17 Min., Gr. 7-9.

The Miner. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 15 Min., Gr. 7-9.

Planning Your Career. Encyclopedia Britannicia Educational Corp., n. d. Black/White, Sound, 16 Min., Gr. 7-12.

The Rise of Big Business. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 27 Min., Gr. 7-12.

The Rise of Labor. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 30 Min., Gr. 7-12.

Working Together. Encyclopedia Britannicia Educational Corp., n. d. Color, Sound, 12 Min., Gr. 7-12.

You Can Go A Long Way. Encyclopedia Britannicia Educational Corp., n. d. Black/White, Sound, 22 Min., Gr. 7-9.

Filmstrips

Do You Like Flowers? Eyegate. Color. Gr. 7-12.

Do You Like Sports? Eyegate. Color. Gr. 7-12.

Do You Love Animals? Eyegate. Color. Gr. 7-12.

How About Being A Key Punch Operator? Eyegate. Color. Gr. 7-12.

How About Being an Electronics Assembler? Eyegate. Color. Gr. 7-12.

How About Office Work? Eyegate. Color. Gr. 7-12.

Want to Work in a Laundry? Eyegate. Color. Gr. 7-12.

Would You Like Hospital Work? Eyegate. Color. Gr. 7-12.

Would You Like to Be a Cashier? Eyegate. Color. Gr. 7-12.

Would You Like to Sell? Eyegate. Color. Gr. 7-12.

CASSETTES

American Occupations Series, Jonesboro, Ark; Educational Sensory Programming, 99 Tapes, (2 lessons on each tape, each lesson 15 minutes) n. d.

Titles are:

1. "Tomorrow's Jobs-Part I"
   "Tomorrow's Jobs-Part II"
2. "Accountant"
   "Advertising Workers"
3. "Marketing Research Workers"
   "Personnel Workers"
4. "Public Relations Workers"
   "Protestant Clergymen"
5. "Rabbis"
   "Roman Catholic Priests"
6. "Forresters"
   "Forrestry Aids"
7. "Range Managers"
   "Employment Counselors"
8. "Rehabilitation Counselors"
   "School Counselors"
9. "Engineering"
   "Types of Engineering"
10. "Physicians"
    "Osteopathic Physicians"
11. "Dentists"
    "Dental Hygienists"
12. "Dental Assistant"
    "Dental Lab. Technician"
13. "Registered Nurses"
    "Liscensed Practical Nurses:
14. "Optometrists"
    "Pharmacists"
15. "Podiatrists"
    "Chiropractors"

16. "Occupational Therapist"
"Physical Therapist"

17. "Speech Pathologist and Audiologist"
"Medical Laboratory Worker"

18. "Radiologic Technologists"
"Medical Record Librarian"

19. "Dieticians"
"Hospital Administrator"

20. "Sanitarians"
"Veterinarians"

21. "Mathmeticians"
"Satisticians"

22. "Geologist"
"Geophysicists"

23. "Meterologists"
"Oceanographers"

24. "Life Scientists"
"Biochemists"

25. "Chemists"
"Physicists"

26. "Astronomers"
"Actor-Actress"

27. "Dancers"
"Musicians and Music Teachers"

28. "Singers and Singing Teachers"
"Commercial Artists"

29. "Industrial Designer"
"Interior Decorator"

30. "Anthropologists"
"Economists"

31. "Geographers"
"Historians"

32. "Political Scientists"
"Sociologists"

33. "Kindergarten and Elementary School Teacher"
"Secondary School Teacher"

34. "College and University Teachers"
"Engineering Science"

35. "Draftsman"
"Newspaper Reporter"

36. "Technical Writers"
"Architects"

37. "College Placement Officer"
"Home Economists"

38. "Landscape Architects"
"Lawyers"

39. "Librarians"
"Library Technicians"

40. "Models"
"Photographers"

41. "Systems Analysts"
"Programmers"

42. "Psychologists"
"Recreation Worker"

43. "Social Workers"
"Surveyors"

44. "Urban Planners"
"Managerial Occupations"

45. "Industrial Traffic Manager"
"Purchasing Agent"

46. "Clerical Occupations"
"Bookkeeping Workers"

47. "Cashiers"
"Electronic Computor Operators"

48. "Office Machine Operator"
"Shipping-Receiving Clerk"

49. "Stenographer-Secretary"
"Typists"

50. "Telephone Operator"
"Auto Parts Counter Man"

51. "Auto Salesman"
"Auto Service Advisor"

52. "Insurance Agent-Broker"
"Manufacturer's Salesman"

53. "Real Estate Salesmen-Broker"
"Retail Trade Salesworker"

54. "Securities Salesman"
"Wholesale Trade Workers"

55. "Barbers"
"Cosmetologists"

56. "Cooks-Chefs"
"Waiters-Waitresses"

57. "FBI Special Agents"
"Police Officers"

58. "State Police Officers"
"Fire Fighters"

59. "Hospital Attendants"
"Building Custodians"

60. "Bricklayer"
"Carpenter"

61. "Cement Mason"
"Construction Laborer"

62. "Electricians"
"Elevator Construction"

63. "Floor Covering Installers"
"Glaziers"

64. "Lathers"
"Marble Setters"

65. "Operating Engineers"
"Painters and Paperhangers"

66. "Plasters"
"Plumbers and Pipefitters"

67. "Roofers"
"Sheet Metal Workers"

68. "Stonemasons"
"Structural Steel Workers"

69. "Truckdriver"
"Local Truckdriver"

70. "Routemen"
"Intercity Busdriver"

71. "Local Busdriver"
"Taxi Drivers"

72. "Machinists"
"Machine Tool Operator"

73. "Tool and Die Maker"
"Instrument Maker"

74. "Air Conditioning Mechanic"
"Appliance Servicemen"

75. "Auto Body Reparimen"
"Auto Mechanics"

76. "Business Mechine Servicemen-part I"
"Business Machine Servicemen-part II"

77. "Diesel Mechanics"
"Electric Sign Servicemen"

78. "Farm Equipment Mechanic"
"Industrial Machinery Repairmen"

79. "Instrument Repairman"
"Maintenance Electrician"

80. "Millwrights"
"Radio-T.V. Technician"

81. "Truck and Bus Mechanic"
"Vending Machine Mechanic"

82. "Watch Repairman"
"Composing Room Occupation"

83. "Photoengravers"
"Electro-Stereotypers"

84. "Printing Pressmen"
"Lithographics"

85. "Motion Picture Projectionist"
"Photographic Laboratory Occupation"

86. "Petroleum Occupations-part I"
"Petroleum Occupations-part II"

87. "Pilots-Copilots-part I"
"Pilots-Copilots-part II"

88. "Flight Engineers"
"Stewardess"

89. "Aircraft Mechanics"
"Airplane Dispatcher"

90. "Air Traffic Controller"
"Ground Radio Operator"

91. "Radio-T.V. Announcer"
"Broadcast Technician"

92. "Locomotive Engineer"
"Conductor"

93. "Brakeman"
"Telegrapher"

94. "Telephone Craftsman"
"Telephone Equipment Installer"

95. "Lineman-Cable Splicer"
"Telephone Repair-Installer"

96. "Bank Clerk"
"Teller"

97. "Hotel Clerk"
"Hotel Manager"

98. "Federal Civilian Government Worker-part I"
"Federal Civilian Government Worker-part II"

99. "Mail Carriers"
"Postal Clerks"

These clusters are a guide for the classroom teacher as to what possible occupations that can be studied in the classroom learning period. These clusters subject to change and it is by no means intended to dictate a precise minute-by-minute schedule of activities nor is it intended to cover all the occupations that are covered within any given cluster but a random selection of the larger occupations within the given cluster.

Occupational Clusters

Level Seven

I. Manufacturing Occupations
II. Construction Industry Occupations
III. Service Occupations
IV. Professional and Technical Occupations

I. Manufacturing Occupations-Level Seven

A. Apparel Industry Occupations

1. Designer
2. Sample Stitcher
3. Pattern Maker
4. Pattern Grader
5. Hand Spreader
6. Machine Spreader
7. Markers
8. Cutter
9. Hand Cutter Shaper
10. Assembler
11. Bundler
12. Fitter
13. Sewing Machine Operator
14. Hand Sewer
15. Material Handler
16. Inspector
17. Checker
18. Trimmer
19. Tailor
20. Dressmaker
21. Bushelmen
22. Presser
23. Collar Pointer
24. Salesmen
25. Saleswomen

B. Aluminum Industry Occupations

1. Anode Men
2. Pot Liners
3. Potmen
4. Tapper
5. Tapper Helper
6. Hot Metal Crane Operator
7. Scaleman
8. Remelt Operator
9. Casting Operator
10. Scalper Operator
11. Soaking Pit Operator
12. Rolling Mill Operator
13. Coiler Operator
14. Annealer
15. Stretcher Leveler Operator
16. Radiographers
17. Wire Draw Operator
18. Extrusion Press Operator
19. Electrician Operator
20. Electronic Mechanic
21. Maintenance Machinist
22. Millwright
23. Diemaker
24. Plumber
25. Pipefitter

C. Industrial Chemical Industry Occupations

1. Chemical Operator
2. Pipefitter
3. Maintenance Machinist
4. Electrician
5. Instrument Repairmen
6. Mechanical Engineer
7. Electrical Engineer
8. Laboratory Technician
9. Accountant
10. Purchasing Agent
11. Sales Representative
12. Personnel Officer
13. Market Analyst
14. Draftsmen
15. Salesmen
16. Bookkeeper
17. Research Chemist
18. Stock Clerk
19. Material Handler
20. Filterer Operator
21. Grinder Operator
22. Mixer Operator
23. Tool Inventor
24. Technical Salesmen
25. Technical Writer

D. Iron and Steel Industry Occupations

1. Stockhouse Larrymen
2. Shipmen
3. Stove Tender
4. Blower
5. Keeper
6. Cindermen
7. Melter
8. Charging Machine Operator
9. Hot Metal Craneman
10. Ladle Craneman
11. Steel Pourer
12. Ingot Stripper
13. Soaking Pit Craneman
14. Roller
15. Manipulator Operator
16. Shearman
17. Wire Drawer
18. Piercer Machine Operator
19. Roll Turner
20. Millwright
21. Instrument Repairmen
22. Scale Mechanic
23. Rigger
24. Mechanical Engineer
25. Metallurgist

Resources

SRA Occupational Exploration Kit
Thiemann, Norma L., Handbook of Job Facts. Science Research Associates, 1968.

Shop Safety. Coronet, n.d. 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

Ancient Crafts-Modern Times. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 5-12.

The Industrial Worker. Encyclopedia Britannicia Educational Corp., n.d. 16 MM. Color, Sound, 17 Min., Gr. 7-9.

The Miner. Encyclopedia Britannicia Educational Corp., n. d. 16 MM., Color, Sound, 15 Min., Gr. 7-9.

The Industrial Revolution. Encyclopedia Britannicia Educational Corp., n.d. 16 MM., Color, Sound, 23 Min., Gr. 7-12.

The Rise of Labor. Encyclopedia Britannicia Educational Corp., 17 MM., Color, Sound, 30 Min., Gr. 7-12.

The Rise of Big Business. Encyclopedia Britannicia Educational Corp., 16 MM., Color, Sound, 27 Min., Gr. 7-12.

How About Being An Electronics Assembler? Eyegate. Color, Gr. 7-12, 40 Frames.

Industrial Traffic Manager-Purchasing Agent. American Occupations Series. Educational Sensory Programming, Cassettes. 1971, Gr. 7-12.

Operator-Shipping-Receiving Clerk. American Occupations Series. Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Insurance Agent-Broker-Manufacturer's Salesman. American Occupations Series. Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Machinists-Machine Tool Operator. American Occupations Series. Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

II. Construction Industry Occupations-Level Seven

A. Skilled Occupations

1. Carpenter
2. Plumber
3. Pipefitter
4. Bricklayer
5. Electrician
6. Iron Worker
7. Ornamental Worker
8. Cement Mason
9. Roofer
10. Slater
11. Asbestos Worker
12. Cement Finisher
13. Glazier
14. Lather
15. Paperhanger
16. Plasterers
17. Sheet Metal Worker
18. Rodman
19. Stonemason
20. Terrazzo Worker
21. Tile Setter
22. Marble Setter
23. Plumber
24. Insulator
25. Floor Covering Installers

B. Semiskilled Occupations

1. Bricklayers' Tender
2. Building Laborer
3. Elevator Constructors Helper
4. Marble Setters' Helper
5. Terrazzo Workers' Helper
6. Tile Setters' Helper
7. Plasterers' Laborer
8. Plumbers' Laborer
9. Hod Carrier
10. Construction Laborer
11. Scaffoldman
12. Rigger
13. Assembler
14. Inspector
15. Laborer

C. Building Machinery Occupations

1. Shovel Operator
2. Crane Operator
3. Derrick Operator
4. Bulldozer Operator
5. Grader Operator
6. Tractor Operator
7. Heavy Equipment Mechanic
8. Oiler

    9. Greaser
    10. Excavating Operator
- D. Unskilled Occupations
    1. Laborer

Resources

Bricklayer-Carpenter. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Cement Mason-Construction Laborer. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Electricians-Elevator Construction. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Floor Covering Installers-Glaziers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Lathers-Marble Setters. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Operating Engineers-Painters and Paperhangers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Plasterers-Plumbers and Pipefitters. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Roofers-Sheet Metal Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Stonemasons-Structural Steel Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Engineering-Types of Engineering. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Carpenter. Imperial International Learning. 1967, Cassette, Gr. 4-9.

Construction, Production Managers. *Exploring The World of Work*. H. Wilson Corporation. 1968, Cassette, Gr. 4-12.

Draftsman. Imperial International Learning. 1967, Cassette, Gr. 4-9.

Electrician. Imperial International Learning. 1967, Cassette, Gr. 4-9.

Heavy Machine Operator. Imperial International Learning. 1967, Cassette, Gr. 4-9.

SRA Occupational Exploration Kit. Norma L. Thiemann, *Handbook of Job Facts*. Science Research Associates, 1968.

America's Labor Force. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

The World of Work: Vocational Opportunities. Eyegate, 1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

Occupational Education. Eyegate, 1970, 9 Color Filmstrips, 5 Cassettes, Gr. 7-12.

Ancient Crafts-Modern Times. Eyegate, 1971, 6 Color Filmstrips, 6 Cassettes, Gr. 5-12.

The Rise of Labor. Encyclopedia Britannicia Educational Corp., n.d. 16 MM., Color, Sound 30 Min., Gr. 7-12.

III. Service Occupations-Level Seven

- A. Food Service
    1. Cook
    2. Chef
    3. Waiters
    4. Waitresses
    5. Dishwasher
    6. Cashier
    7. Floor Polisher
    8. Vegetable Slicer
    9. Pantrymen
    10. Pantrywomen
    11. Busboy
    12. Busgirl
    13. Bartenders
    14. Janitor
    15. Porter
    16. Food Checker
    17. Dietitian
    18. Bookkeeper
- B. Protective Service Occupations
    1. FBI Agent
    2. State Policemen
    3. City Policemen-Policewomen
    4. Firemen
    5. Sheriff
    6. Deputy Sheriff

7. Prohibition Officer
8. Patrol Officer
9. Border Patrolman
10. Security Guard
11. Secret Service

C. Hospital Service Occupations
   1. Nursing Aide
   2. Orderlies
   3. Psychiatric Aide
   4. Nursing Assistant

D. Private Home Service Occupations
   1. General Maid
   2. Personal Maid
   3. Nursemaid
   4. Infant Nurse
   5. Cook
   6. Laundress
   7. Cooks Helper
   8. Companion
   9. Governess
   10. Handyman
   11. Odd Job Man
   12. Caretaker
   13. Houseman
   14. Butler
   15. Maid
   16. Chauffeur
   17. Valet

E. Conservation Service Occupations

1. Foresters
2. Forestry Aids
3. Range Manager
4. Soil Conservationist
5. Game Warden

F. Hotel-Motel Service Occupations

1. Hotel Manager
2. General Manager
3. Food Service Manager
4. Sales Manager
5. Accountant
6. Entertainer
7. Recreation Worker
8. Plumber
9. Painter
10. Detective
11. Seamstress
12. Gardener
13. Maid
14. Room Clerk
15. Elevator Operator
16. Bellman
17. Bell Captain
18. Doorman
19. Washroom Attendant
20. Reservation Clerk

21. Rack Clerk
22. Key Clerk
23. Mail Clerk
24. Floor Supervisor Clerk
25. Housekeeper

Resources

SRA Occupational Exploration Kit.
Theimann, Norma L., Handbook of Job Facts. Science Research Associates, 1968.

The World of Work: Vocational Opportunities. Eyegate, 1970, 14 Color Filmstrips, 7 Cassettes, Gr. 7-12.

Barbers-Cosmetologists. American Occupations Series. Educational Sensory Programming. 1971. Cassette, Gr. 7-12.

Cooks-Chefs-Waitresses. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

FBI Special Agents-Police Officers. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

State Police Officers-Fire Fighters. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Hospital Attendants-Building Custodians. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Hotel Clerk-Hotel Manager. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Mail Carriers-Postal Clerks. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Federal Civilian Government Worker-Part I-Federal Civilian Government Worker-Part II. American Occupations Series. Educational Sensory Programming. 1971, Cassette, Gr. 7-12.

Beauty Culture. Classroom World Productions, Inc., n. d. Cassette, Gr. 4-12.

Cosmetologist. Imperial International Learning, 1967, Cassette, Gr. 4-12.

Health Careers. Classroom World Productions Inc., n.d. Cassette, Gr. 4-12.

Hotel-Motel. Classroom World Producations, Inc., n. d. Cassette Gr. 4-12.

Policeman. Imperial International Learning, 1967, Cassette, Gr. 4-12.

The Restaurant Business. Classroom World Producations, Inc., n. d. Cassette, Gr. 4-12.

IV. **Professional and Technical Occupations Level Seven and Eight**

A. Medical Occupations

1. Physician
2. Registered Nurse
3. Dentist
4. Anesthetist
5. Pharmacist
6. Dictitian
7. X-Ray Technologist
8. Radiologist
9. Speech Therapist
10. Medical Sechnologist
11. Hearing Therapist
12. Physical Therapist
13. Optical Mechanic
14. Osteopathic Physician
15. Medical Secretary
16. Optical Mechanic
17. Laboratory Technician
18. Industrial Hygienist
19. Dental Assistant
20. Dental Hygienist
21. Hospital Administrator
22. Chiropractor
23. Veterinarian
24. Sanitarian

    25. Licensed Practical Nurse
    26. Occupational Theapist

B. Legal Occupations
    1. Attorney
    2. Insurance Adjustor
    3. Tax Collector
    4. Probation Officer
    5. Credit Investigator
    6. Claimes Examiner
    7. Legal Secretary
    8. Court Stenographer
    9. Judge
    10. Probate Officer

C. Educational Occupations
    1. Extension Workers
    2. Elementary Teacher
    3. Secondary Teacher
    4. Professor
    5. Nursery School Teacher
    6. Kindergarten Teacher
    7. Public Librarian
    8. Special Librarian
    9. Athletic Coach
    10. Principal
    11. Counselor
    12. Guidance Counselor

13. Rehabilitation Counselor
14. Social Scientist
15. Anthropologist
16. Economist
17. Historian
18. Sociologist
19. Social Worker
20. Speech Therapist
21. Cooperative Extension Worker

D. Engineering Occupations

1. Aerospace Engineer
2. Agricultural Engineer
3. Nuclear Engineer
4. Air Conditioning Engineer
5. Refrigeration Engineer
6. Ceramic Engineer
7. Chemical Engineer
8. Civil Engineer
9. Electrical Engineer
10. Industrical Engineer
11. Metrellurgical Engineer
12. Mining Engineer
13. Petroleum Engineer
14. Safety Engineer
15. Sanitary Engineer
16. Stationary Engineer
17. Systems Engineer

    18. Traffic Engineer
    19. Electronic Engineer

E. Environmental Occupations
    1. Geologist
    2. Geophysicist
    3. Meteorologist
    4. Oceanographer
    5. Hydrologist
    6. Seismologist
    7. Geodesist
    8. Teclonophysicists

F. Life Science Occupations
    1. Botanist
    2. Zoologist
    3. Microbiologist
    4. Agronomist
    5. Anatomist
    6. Biochemist
    7. Geneticist
    8. Horticulturist
    9. Nutritionist
    10. Pathologist
    11. Entomologist
    12. Biophysicist

G. Physical Science Occupations
    1. Chemist

    2. Physicist
    3. Astronomer

H. Related Professional Occupations
    1. Architect
    2. College Placement Officer
    3. Home Economist
    4. Landscape Architect
    5. Model
    6. Photographer
    7. Recreation Worker
    8. Social Worker
    9. Surveyor
    10. Urban Planner

Resources

SRA Occupational Exploration Kit. Thiemann, Norma L. Handbook of Job Facts. Science Research Associates, 1968.

Jobs In Health Services. Coronet, n.d., 8 Color Filmstrips, 8 Cassettes, Gr. 7-12.

The Doctor. Encyclopedia Britannicia Educational Corp., n.d. 16mm Color, Sound, 17 min., Gr. 7-9.

Health In Our Community. Encyclopedia Britannicia Educational Corp., n.d., 16mm Color, Sound, 14 min., Gr. 7-9

Communication With The Public. Encyclopedia Britannicia Educational Corp., n.d., 16mm Color, Sound, 12 min., Gr. 7-9.

Would You Love Animals? Eyegate, Color, Filmstrips, 40 Frames. Gr. 7-9.

Would You Like Hospital Work? Eyegate, Color, Filmstrip, Gr. 7-9, 40 Frames.

Accountant-Advertising Workers. American Occupations Series, Educational Sensory Programming, CAssettes, 1971, Gr. 7-12.

Marketing Research Workers-Personnel Workers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Public Relations Worker-Protestant Clergymen. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Rabbis-Roman Catholic Priests. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Range Managers-Employment Counselors. American Occupations Series, Education Sensory Programming, Cassettes, 1971, Gr. 7-12.

Rehabilitation Counselors-School Counselors. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Engineering-Types of Engineering. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Physicians-Ostropathic Physicians. American Occupations Series, Education Sensory Programming, Cassettes, 1971, Gr. 7-12.

Dentists-Dental Hygienists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12

Dental Assistant-Dental Lab. Technician. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Registered Nurses Licensed Practical Nurse. American Occupations Series, Educational Sensory Programming, Cassettes 1971, Gr. 7-12.

Optometrist-Pharmacists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Podiatrist-Chiropractors. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Occupational Therapist-Physical Therapist. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Speech Pathologist and Audiologist-Medical Laboratory Worker. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Radiologic Technologist-Medicial Record Librarian. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Dieticians-Hospital Administrator. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Sanitarians-Veterinarians. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Mathmeticians-Statisticians. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Geologist-Geophysicists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Meterologists-Oceanographers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Life Scientists-Biochemists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Chemists-Physicists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Astronomers-Actors-Actress. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Industrial Designer-Interior Decorator. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Anthropologists-Economists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Geographers-Historians. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Political Scientists-Sociologists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Kindergarten and Elementary School Teacher-Secondary School Teacher. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

College and University Teachers-Engineering Science. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Architects-Technical Writers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

College Placement Officer-Home Economists. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Landscape Architects-Lawyers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Librarians-Library Technicans. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Models-Photographers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Systems Analysts-Programmers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Psychologists-Recreation Worker. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Social Workers-Surveyors. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

Urban Planners-Managerial Occupations. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

FBI Special Agents-Police Officers. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

State Police Officers-Fire Fighters. American Occupations Series, Educational Sensory Programming, Cassettes, 1971, Gr. 7-12.

About Colleges and Universities. Planning Beyond High School. H. Wilson Corporation, 1968. Gr. 7-12.

Architect. Imperial International Learning, 1967. Gr. 7-12.

Architecture. Classroom World Production, Inc., n.d., Gr. 4-12.

Chemist. Imperial International Learning, 1967, Gr. 4-12.

Commericial Artist. Exploring the World of Work. H. Wilson Corporation, 1968. Gr. 4-12.

Commercial Photographer. Imperial International Learning, 1967, Gr. 4-12.

Counselor. Imperial International Learning, 1967, Gr. 6-12.

Draftsman. Imperial International Learning, 1967, Gr. 6-12.

Elementary Teacher. Imperial International Learning, 1967, Gr. 7-12.

Engineering. Classroom World Productions, Inc., n.d., Gr. 7-12.

Landscaping and Nursery Business. Classroom World Productions, Inc., n.d.

Law. Classroom World Productions, Inc., n.d.

Lawyer. Imperial International Learning, 1967.

Librarian. Imperial International Learning, 1967.

Librarian, Musician. Exploring the World of Work. H. Wilson Corporation, 1968, Gr. 4-12.

Literary/Musical Occupations, Writers. *Exploring the World of Work*. H. Wilson Corporation, 1968. Gr. 4-12.

Mechanical Interest Occupations, Engineers. *Exploring the World of Work*. H. Wilson Corporation, 1968. Gr. 4-12.

Medical Technician. Imperial International Learning, 1967.

Medical X-Ray Technician. Imperial International Learning, 1967.

Musician. Imperial International Learning, 1967.

Nurse, Practical. Imperial International Learning, 1967.

Nurse, Registered. Imperial International Learning, 1967.

Oceanography. Classroom World Productions, Inc., n.d.

Our Friend The Policeman. Classroom World Productions, Inc., n.d.

Photography. Classroom World Productions, Inc., n.d.

Physician. Imperial International Learning, 1967.

Pilot, Co-pilot. Imperial International Learning, 1967.

Plumber-Pipefitter. Imperial International Learning, 1967.

Policeman. Imperial International Learning, 1967.

Printer. Imperial International Learning, 1967.

Printing and Engraving. Classroom World Productions, Inc., n.d.

Programmer. Imperial International Learning, 1967.

Public Relations. Imperial International Learning, 1967.

Real Estate Broker. Imperial International Learning, 1967.

Scientific Research. Classroom World Productions, Inc., n.d.

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Occupational Clusters

Level Eight

I. Transportation Occupations
II. Communication and Graphic Arts Occupations
III. Business and Related Occupations
IV. Professional and Technical Occupations

ransportation Occupations-Level Eight

A. Driving Occupations

1. Local Truck Driver
2. Over The Road Truck Driver
3. Routemen
4. Taxicab Driver
5. Local Transit Bus Driver
6. Intercity Bus Driver

B. Railroad Transportation

1. Locomotive Engineer
2. Locomotive Firemen
3. Conductors
4. Brakemen
5. Telegrapher
6. Towermen
7. Station Clerks
8. Signal Waker
9. Cormen
10. Machinist
11. Switchmen
12. Baggagemen
13. Dispatcher
14. Claims Investigator
15. Patrolmen
16. Maintenance of Way Worker
17. Cook
18. Waiter

19. Porter
20. Yard Engineer
21. Station Agent
22. Ticket Agent
23. Track Worker
24. Electrician
25. Blacksmiths

C. Automobile Transportation

1. Metal Finisher
2. Plater
3. Sprayer
4. Polisher
5. Cutter
6. Sewing Machine Operator
7. Trimmer
8. Factory Clerk
9. Stock Chaser
10. Engineer
11. Chemist
12. Metallurgest
13. Draftsman
14. Purchasing Agent
15. Assembler
16. Sheet Metal Worker
17. Body Repairmen
18. Transmission Specialest or mechanic
19. Air Conditioning Specialist or mechanic
20. Front end mechanic

21. Brake mechanic
22. Radiator mechanic
23. Glass mechanic
24. Lubrication Man
25. Gasoline Service Station Attendent

D. Airline Transportation

1. Pilot
2. Copilot
3. Flight Engineers
4. Stewardesses
5. Aircraft Mechanic
6. Airline Dispatcher
7. Air Traffic Controller
8. Ground Radio Operator
9. Teletypist
10. Traffic Agent
11. Clerk
12. Mechanic
13. Freight Handler
14. Custodial
15. Meterologist
16. Station Agent
17. Reservationist
18. Research Engineer
19. Electronic Technician
20. Heat treater
21. Inspector

22. Tester
23. Machinist
24. Maintenance Craftsmen
25. Riveter

E. Shipping and Merchant Marine Transportation

1. Steward
2. Deck Officer
3. Engineer
4. Mate
5. Seamen
6. Boatswain
7. Wiper
8. Firemen
9. Oiler
10. Watertender
11. Deck Engine Mechanic
12. Refrigerator
13. Electrician
14. Messman
15. Utilityman
16. Cook
17. Baker
18. Captain
19. Master
20. Cheif Mate
21. Second Mate
22. Third Mate

23. Marine Engineer
24. Purser
25. Radio Officer

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Locomotive Engineer-Conductor. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Brakeman-Telegrapher. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Mechanic. Imperial International Learning. 1967, Cassetes, Gr. 4-12.

Bookkeeper, Travel Agent. Exploring The World of Work. H. Wilson Corporation, 1698, Cassettes, Gr. 4-12.

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Airline Stewardess. Imperial International Learning. 1967, Cassettes, Gr. 4-12.

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Auto Parts Counter Man-Telephone Operator. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Salesman-Auto Service Advisor. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Truck Driver-Local Truckdriver. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Routemen-Intercity Busdriver. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Local Busdriver-Taxi Driver. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Air Conditioning Mechanic-Appliance Servicemen. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Body Repairman-Auto Mechanic. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Diesel Mechanics-Electric Sigh Servicemen. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Industrial Machinery Repairmen-Farm Equipment Mechanic. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Truck and Bus Mechanic-Vending Machine Mechanic. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Pilots-Copilots Part I,-Pilots-Copilots Part II. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Flight Engineers-Stewardess. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Aircraft Mechanics-Airplane Dispatcher. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

II. Communication and Graphic Arts Occupations-Level Eight

A. Radio Occupation

1. Announcer
2. Disk Jockey
3. Reporter
4. News Reporter
5. Technician
6. Sports Reporter
7. Audio Engineer
8. Technician
9. Advertiser
10. Station Announcer
11. Sports Director
12. Receptionist
13. Secretary
14. Typist
15. Program Director
16. Producer
17. Sponsor
18. Public Affairs Director
19. Sound Effect Technician
20. Weatherman
21. Repairman
22. Salesman
23. Script Writer
24. Schedule Manager
25. Sports Announcer

B. Television and Performing Arts Occupations

1. Announcer
2. News Reporter
3. Sports Reporter
4. Technician
5. Artist
6. Writer
7. Musician
8. Chorographer
9. Set Designer
10. Painter
11. Repairman
12. Audio Engineer
13. Video Engineer
14. Station Announcer
15. Wardrobe Mistress
16. Prop Man
17. Monitor
18. Dancer
19. Fashion Designer
20. Interior Designer
21. Program Director
22. Public Affairs Director
23. Lighting Engineer
24. Film Editor
25. Stage Manager

C. Newspaper Occupation

1. Newsboy
2. Proof Reader
3. Typesetter
4. Photoengravers
5. Cameraman
6. Pressman
7. Reporter
8. Editor
9. Journalist
10. Messengers
11. Technical Writers
12. Press Repairman
13. Typist
14. Stenographers
15. Compositors
16. Linotype Operator
17. Teletype Operator
18. Advertising Worker
19. Copywriter
20. Stationary Engineer
21. Secretary
22. Newspaper Vender
23. Advertising Copywriter
24. Jobber
25. Cartoonists

D. Magazine Occupation

1. Proof Reader
2. Typesetter
3. Editor
4. Editoral Associate
5. Circulation Manager
6. Production Manager
7. Advertising Manager
8. Art Director
9. Publisher
10. Advertising Sales Manager
11. Supervisor
12. Artist
13. Foreign Editor
14. Editorial Layout
15. Research Editor
16. Phototypographer
17. Librarian
18. Cartographer
19. Secretary
20. Advertising Director
21. Fashion Designer
22. Copywriter
23. Binders
24. Mailers
25. Models

E. Postal Occupation

1. Post Master
2. Window Clerk
3. Mail Carrier
4. Postal Supervisor
5. Postal Guards
6. Special Delivery Messenger
7. Postal Clerk
8. Janitor
9. Inspectors
10. Examiners

F. Telephone Occupation

1. Operator
2. Installer
3. Linesman
4. Insulating Worker
5. Instrument Maker
6. Instrument Repairman
7. Cable Splicer
8. Clerical Worker
9. Maintenance Worker
10. Stenographers
11. Typist
12. Bookkeeper
13. Office Machine Operator
14. Computer Operator
15. Keypunch Operator
16. Cashiers

17. File Clerks
18. Accounting Clerks
19. Auditing Clerks
20. Payroll Clerks
21. Purchasing Agent
22. Training Specialist
23. Statistician
24. Engineer
25. Draftsmen

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Instrument Repairman-Maintenance Electrician. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Millwrights-Radio-T.V. Technician. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Watch Repairman-Composing Room Occupation. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Photoengravers-Electro-Stereotypers. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Printing Pressmen-Lithographics. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Motion Picture Projectionist-Photographic Laboratory Occupation. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Radio-T.V. Announcer-Broadcast Technician. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Draftsman-Newspaper Reporter. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Technical Writers-Architects. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Models-Photographers. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Astronomers-Actor-Actress. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Dancers-Musicians and Music Teachers. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Singers and Singing Teachers-Commercial Artists. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Industrial Designer-Interior Decorator. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Stenographer-Secretary-Typists. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Telephone Operator-Auto Parts Counter Man. American Occupational Series. Educational Sensory Programming, 1970, Cassette, Gr. 7-12.

Broadcasting. Classroom World Productions, Inc., n.d. Cassette, Gr. 4-9.

Commercial Artist. Exploring the World of Work. H. Wilson Corporation, 1968, Cassette, Gr. 4-12.

Commercial Photographer. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Printing and Engraving. Classroom World Productions, Inc., n.d. Cassette, Gr. 4-9.

Programmer. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Repair Service. Classroom World Productions, Inc., n.d. Cassette, Gr. 4-9.

Public Relations. Imperial International Learning, 1967, Cassette, Gr. 4-9.

TV and Radio Serviceman. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Printer. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Photography. Classroom World Productions, Inc., Cassette, n.d. Gr. 4-9.

Electrician. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Electronic Technician. Imperial International Learning, 1967, Cassette, Gr. 4-9.

III. Business and Related Occupations-Level Eight

- A. Clerical Occupations
    1. Advertising Accountant Executive
    2. Actuaries
    3. Cost Accountant
    4. Bookkeeper
    5. System Analysts
    6. Credit Collectors
    7. Auditors
    8. Accountant
    9. Market Analyzer
    10. System Analyst
- B. Secretarial Occupations
    1. Typist
    2. Correspondence Secretary
    3. Stenographers
    4. Shorthand Reporters
    5. File Clerk
    6. Private Secretary
    7. Personal Secretary
    8. Secretary
    9. Cashiers
    10. Receptionist

C. Sales Occupation

1. Securities Salesman
2. Real Estate Agent
3. Insurance Agent
4. Broker
5. Manufactures Salesmen
6. Wholesale Salesworker
7. Retail Salesworker
8. Door to Door Salesmen
9. Automobile Salesmen
10. Automobile Parts Countermen
11. Personnel Worker
12. Public Relation Worker

D. Managerial Occupations

1. City Managers
2. Hotel Manager
3. Motel Manager
4. Restaurant Manager
5. Industry Manager
6. Traffic Manager
7. Airport Manager
8. Office Manager
9. Theater Manager
10. Shop Manager
11. Purchasing Manager
12. Sales Manager
13. Industrial Traffic Manager

E. Data Processing Occupations

   1. Data Processing Machine Operator
   2. Key Punch Operator
   3. Programmer
   4. Electronic Computer Operating Personnel
   5. Console Operator
   6. Data Typist

F. Business Machine Maintenance Occupations

   1. Office Machine Servicemen
   2. Typewriter Servicemen
   3. Adding Machine Servicemen
   4. Calculating Machine Servicemen
   5. Cash Register Servicemen
   6. Accounting-Bookkeeping Machine Servicemen
   7. Data Processing Equipment Servicemen
   8. Dictating Machine Servicemen
   9. Duplicating and Copying Machine Servicemen
   10. Postage and Mailing Equipment Servicemen

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Business Filing. Coronet, n.d. 6 Color Filmstrips, 6 Cassettes, Gr. 7-12.

The A.B.C.'s of Getting and Keeping A Job. Eyegate, 1970, 8 Color Filmstrips, 4 Cassettes, Gr. 7-12.

The Rise of Big Business. Encyclopedia Britannicia Educational Corp., n.d. 16 MM., Color, Sound, 27 Min., Gr. 7-9.

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Planning Your Career. Encyclopedia Britannicia Educational Corp., n.d. 16 MM., Black/White, Sound, 16 Min., Gr. 7-9.

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Would You Like To Sell? Eyegate, Color Filmstrip, Gr. 7-12. 40 Frames.

How About Office Work? Eyegate, Color, Filmstrip, 39 Frames, Gr. 7-12.

How About Being A Key Punch Operator? Eyegate, Color, Filmstrip, 39 Frames, Gr. 7-12.

Would You Like To Be A Cashier? Eyegate, Color, Filmstrip, 39 Frames, Gr. 7-12.

Do You Like Flowers? Eyegate, Color, Filmstrip, 40 Frames, Gr. 7-12.

Accountant-Advertising Workers. American Occupational Series. *Educational Sensory Programming*, 1970, Cassettes, Gr. 7-12.

Marketing Research Workers-Personnel Workers. American Occupational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Systems Analysts-Programmers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Industrial Traffic Manager-Purchasing Agent. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Clerical Occupations-Bookkeeping Workers. American Occupational Series. Educational Sensory Programming, 1070, Cassettes, Gr. 7-12.

Cashiers-Electronic Computor Operators. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Office Machine Operator-Shipping-Receiving Clerk. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Stenographer-Secretary-Typists. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Telephone Operator-Auto Parts Counter Man. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Auto Salesman-Auto Service Advisor. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Insurance Agent-Broker-Manufacturer's Salesman. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Real Estate Salesmen-Broker-Retail Trade Salesworker. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Securities Salesman-Wholesale Trade Workers. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

Bank Clerk-Teller. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

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Federal Civilian Government Worker-part I-Ferderal Civilian Government Worker-part II. American Occupational Series. Educational Sensory Programming, 1970, Cassettes, Gr. 7-12.

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Accountant. Imperial International Learning, 1967, Cassette, Gr. 4-9.

Advertising. Classroom World Productions, Inc., n. d. Cassette, Gr. 4-9.

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Clerical Interest Occupations, Secretary. *Exploring the World of Work*. H. Wilson Corporation, 1968, Cassette, Gr. 4-12.